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Cleveland Public Schools

THIRTY-EIGHTH ANNUAL REPORT

# Board of Education,

SCHOOL YEAR, ENDING AUG. 31, 1874.

REPORT SUBMITTED TO THE BOARD

CLIFF CLARK

PRINTED BY J. W. BROWN & CO., 147 N. BROAD ST., CLEVELAND.







Cleveland Public Schools.

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THIRTY-EIGHTH ANNUAL REPORT

OF THE

Board of Education

FOR THE

SCHOOL YEAR ENDING AUGUST 31, 1874.

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PUBLISHED BY ORDER OF THE BOARD.

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PUBLIC  
LIBRARY

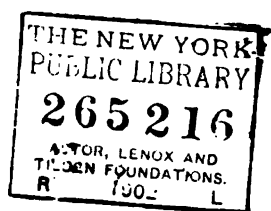
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ROBISON, SAVAGE & CO., PRINTERS AND STATIONERS.

1875.

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NOV 20 1902

# Board of Education.

1874-5.

## MEMBERS.

Ward.	Members.	Term Expires.	Residences.
1....	GEORGE L. CHILDS.....	1875.....	158 Superior Street.
2 ...	CHAS. B. BERNARD .....	1875.....	21 Chestnut Street.
3....	P. CUNNINGHAM .....	1875.....	120 River Street.
4....	SAMUEL BRIGGS .....	1876.....	73 Huntington Street.
5....	GEO. C. DODGE, JR. ....	1875.....	197 Dodge Street.
6....	M. G. WATTERSON.....	1875.....	657 Case Avenue.
7....	THOS. A. STOW.....	1875.....	188 Case Avenue.
8....	T. M. SMYTH .....	1875.....	144 Washington Street.
9....	F. Q. BARSTOW.....	1875.....	74 State Street.
10....	N. B. DIXON .....	1876.....	285 Washington Street.
11....	FRED. BUEHNE .....	1875.....	61 McLean Street.
12....	GEO. HOWLETT .....	1875.....	221 Burton Street.
13....	JOHN C. DEWAR.....	1875.....	134 Professor Street.
14....	P. W. PAYNE .....	1876.....	1170 Willson Avenue.
15....	WILLIAM K. SMITH.....	1875.....	968 Woodland Avenue.
16....	JOHN C. HUTCHINS.....	1875.....	544 Euclid Avenue.
17....	S. M. STRONG.....	1875.....	621 Euclid Avenue.
18....	J. D. JONES.....	1876.....	1936 Hamilton Street.

# Organization of the Board of Education.

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FOR 1874-5.

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## OFFICERS OF THE BOARD.

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PRESIDENT,  
M. G. WATTERSON.

CLERK,  
G. C. DODGE, JR.

SUPERINTENDENT OF INSTRUCTION,  
A. J. RICKOFF.

## STANDING COMMITTEES.

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FINANCE .....	BERNARD, STRONG, BARSTOW.
JUDICIARY .....	WM. K. SMITH, HUTCHINS, BERNARD.
SALARIES .....	STRONG, HUTCHINS, BRIGGS
TEACHERS .....	HUTCHINS, PAYNE, STOW.
BUILDINGS .....	BUEHNE, DEWAR, WM. K. SMITH.
REPAIRS .....	DIXON, CUNNINGHAM, JONES.
SUPPLIES .....	DODGE, HOWLETT, STRONG.
INSURANCE .....	JONES, T. M. SMYTH, DODGE.
CLAIMS .....	HOWLETT, WM. K. SMITH, CHILDS.
TEXT BOOKS AND COURSE OF STUDY .....	PAYNE, DEWAR, BUEHNE.
WRITING, MUSIC AND DRAWING .....	DEWAR, JONES, DIXON.
BOUNDARIES .....	CUNNINGHAM, T. M. SMYTH, CHILDS.
RULES AND REGULATIONS .....	BERNARD, DODGE, PAYNE.
DISCIPLINE .....	CHILDS, BRIGGS, T. M. SMYTH.
LIBRARY .....	STOW, BARSTOW, HUTCHINS.
PRINTING .....	BRIGGS, STOW, HOWLETT.
CENTRAL HIGH SCHOOL .....	CHILDS, CUNNINGHAM, DEWAR.
WEST HIGH SCHOOL .....	BARSTOW, BUEHNE, DIXON.
EAST HIGH SCHOOL .....	STRONG, HOWLETT, W. K. SMITH.
NORMAL SCHOOL .....	T. M. SMYTH, BRIGGS, BUEHNE.

## **BOARD OF EXAMINERS OF TEACHERS.**

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<b>MEMBERS.</b>	<b>Term Expires.</b>	<b>MEMBERS.</b>	<b>Term Expires.</b>
J. H. RHODES.....	1878.	LOUIS R. KLEMM .....	1876.
ADOLPH GEUDER .....	1878.	ANDREW J. RICKOFF .....	1877.
ALANSON G. HOPKINSON..	1876.	LEWIS W. FORD .....	1877.

### **OFFICERS OF THE BOARD.**

**PRESIDENT,**  
A. G. HOPKINSON,

**SECRETARY,**  
A. J. RICKOFF.

### **COMMITTEE ON ENGLISH EXAMINATIONS.**

L. W. FORD,                      J. H. RHODES.                      A. J. RICKOFF.

### **GERMAN EXAMINATIONS.**

A. GEUDER,                      L. R. KLEMM,                      J. H. RHODES.

## **PUBLIC LIBRARY.**

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**LIBRARIAN,**  
LUTHER M. OVIATT.

# President's Report.



## PRESIDENT'S REPORT.

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The provision of the School Law pertaining to the annual publication of a report on the condition of the Public Schools—the fiscal and other concerns in relation thereto—is imperative; and but for this, and the desirability of keeping our series of reports unbroken, probably no account of the administration of the Schools for the year ending August 31, 1874, would have been published at this date. That the report did not appear at the usual time is due solely to the fact that no reliable financial statement could be obtained; and, rather than risk the chance of giving the public an inaccurate account of its fiscal management, and without minute detail, the Board preferred to withhold publication of its operations for the year. A satisfactory exhibit of the receipts and disbursements having been finally secured, for the foregoing reasons the accompanying financial report of the Clerk, and the tabulated and other statistics prepared by the Superintendent, are respectfully submitted.

The following figures have been collated from the statement of the Clerk :

### RECEIPTS.

Balance on hand August 31, 1873 .....	\$111,901 08
Local Tax Levy—	
First Installment .....	\$142,855 94
Second Installment .....	97,306 97
	<hr/>
	240,162 91
State Apportionment—	
First Installment .....	\$33,001 34
Second Installment .....	25,564 90
	<hr/>
	58,566 24
Tuition of Non-Residents .....	1,442 48
	<hr/>
Total Receipts .....	\$412,072 66



## DISBURSEMENTS.

Total Expenditures for the year.....	\$387,563 50
Balance on hand August 31, 1874.....	24,509 16
	<hr/> \$412,073 66

## CLASSIFICATION OF EXPENDITURES.

Salaries of Superintendents and Teachers (including all Tuition) ...	\$193,455 82
Salaries of Officers .....	2,442 00
Salaries of Librarian and Assistants.....	4,641 76
Salaries of Janitors .....	13,063 90
Fuel.....	7,761 86
Repairs.....	6,721 18
Supplies.....	2,801 34
Furniture.....	4,920 16
Heating Fixtures .....	7,300 17
Insurance .....	5,015 30
Rent .....	2,863 46
Taxes .....	842 36
Census .....	938 57
Gas .....	417 38
Board of Examiners .....	320 00
Printing .....	3,000 57
Commencement Expenses .....	240 95
Interest on Temporary Loan .....	32 00
Advertising .....	236 10
Vaccination .....	585 51
Other Miscellaneous Expenditures .....	1,118 94
Appropriation of Land, Probate Court Costs .....	234 92
Land .....	49,993 28
Construction .....	78,615 97
Balance on hand August 31, 1874.....	24,509 16
	<hr/>
Total.....	\$412,073 66

The receipts and disbursements on account of the Library Fund were as follows :

## RECEIPTS.

Balance on hand August 31, 1873.....	\$3,452 15
Taxes for the year .....	\$9,203 91
Fines, etc.....	267 05
	<hr/> 9,470 96
Total.....	<hr/> \$12,923 11

## DISBURSEMENTS.

Books purchased.....	\$4,106 82
Binding.....	706 85
Balance on hand August 31, 1874.....	8,109 44
<hr/>	
Total.....	\$12,923 11

As the report of the current year is now in progress, and will soon be ready for publication, it has been deemed as well to omit from this report any deductions from the facts presented, and embrace them, together with recommendations for future action, based upon the statistics of the two years, in that for the year ending August 31, 1875.

M. G. WATTERSON,

*President.*

CLEVELAND, Aug. 28, 1875.



# Financial Report.



# STATEMENT OF RECEIPTS AND EXPENDITURES

*For the School Year ending August 31, 1874.*

## RECEIPTS.

Balance on hand August 31, 1873.....	\$111,901 08
<b>LOCAL TAX LEVY—</b>	
First Installment .....	\$142,855 94
Second Installment.....	97,906 97
	————— 240,162 91
<b>STATE APPORTIONMENT—</b>	
First Installment .....	\$33,001 34
Second Installment.....	25,564 90
	————— 58,566 24
Sale of Old Buildings, Tuition of Non-Residents, etc. ....	1,442 43
	—————
Total Receipts.....	\$412,072 76

## DISBURSEMENTS.

Total Expenditures for the year.....	\$337,563 50
Balance on hand.....	24,509 16
	————— \$412,072 66

## CLASSIFICATION OF EXPENDITURES.

Salaries of Superintendents and Teachers.....	\$190,200 03
Tuition in Industrial School .....	1,699 96
Tuition in House of Refuge.....	363 33
Salaries of Officers .....	2,442 00
Salaries of Librarian and Assistants .....	4,641 76
Salaries of Janitors.....	13,063 90
Evening Schools.....	592 50
Mute School.....	600 00
Fuel.....	7,761 86
Repairs .....	6,721 18
Supplies.....	2,801 34
Furniture.....	4,920 16
Heating Fixtures .....	7,300 17
Insurance .....	5,015 30
Rent .....	2,863 46
Taxes .....	842 36
Census .....	998 57
Gas.....	417 38
Board of Examiners .....	320 00
Printing .....	3,000 57
Commencement Expenses .....	240 95
Interest on Temporary Loan .....	32 00
Other Miscellaneous Expenditures .....	96 05
Traveling Expenses.....	102 02
Advertising.....	236 10
Grading, Sodding, etc.....	59 37
Vaccination .....	585 51
Labor .....	661 50
Collecting Books, Public Library.....	36 00
Legal Advice .....	25 00
Plans for Library .....	110 00
Appropriation of Land, Probate Court Costs .....	234 92
Abstracts of Property .....	29 00
Land .....	49,993 28
Construction .....	78,615 97
Balance on hand August 31, 1874.....	24,509 16
	<hr/>
	\$412,072 66

## DETAILED STATEMENT OF EXPENDITURES.

*Central High School—*

Tuition .....	\$13,543 00
Janitor .....	557 50
Fuel.....	432 43
Repairs.....	89 72
Supplies.....	105 45
Furniture .....	43 96
Heating Fixtures .....	55 10
Insurance .....	267 55
Gas.....	52 68
Commencement Expenses .....	177 85
Labor .....	11 50
	<hr/> \$15,336 24

*West High School—*

Tuition .....	\$7,854 50
Janitor .....	495 00
Fuel.....	232 53
Repairs.....	262 33
Supplies.....	187 10
Furniture .....	38 45
Heating Fixtures .....	34 55
Insurance .....	240 00
Gas .....	60 54
Labor .....	70 80
Sodding .....	29 12
Taxes .....	147 32
Commencement Expenses .....	63 60
	<hr/> 9,721 84

*East High School—*

Tuition .....	\$4,500 00
Janitor .....	186 74
Fuel .....	162 40
Repairs.....	201 02
Supplies.....	331 24
Furniture.....	36 72
Heating Fixtures .....	19 62
Insurance .....	65 20
	<hr/> 5,502 94



*Rockwell School—*

Tuition .....	\$12,486 50
Janitor .....	895 00
Fuel .....	569 37
Repairs .....	101 05
Supplies .....	168 49
Furniture .....	95 18
Insurance .....	309 25
Labor .....	20 00
Taxes .....	10 00
	<hr/> \$14,654 84

*St. Clair School—*

Tuition .....	\$10,729 75
Janitor .....	950 00
Fuel .....	422 66
Repairs .....	85 43
Supplies .....	115 24
Furniture .....	106 59
Heating Fixtures .....	39 36
Insurance .....	365 00
Labor .....	59 50
	<hr/> 12,873 55

*Alabama School—*

Tuition .....	\$1,776 00
Janitor .....	157 00
Fuel .....	111 00
Repairs .....	198 73
Supplies .....	38 97
Furniture .....	6 16
Heating Fixtures .....	20 15
Insurance .....	105 00
Labor .....	10 00
	<hr/> 2,423 01

*Case School—*

Tuition .....	\$5,122 00
Janitor .....	372 00
Fuel .....	216 47
Repairs .....	137 35
Supplies .....	50 02
Furniture.....	368 95
Heating Fixtures .....	23 22
Insurance .....	140 00
Labor .....	2 00
Rent .....	90 00
	<hr/> \$6,522 61

*Sterling School—*

Tuition .....	\$14,323 74
Janitor .....	1,020 00
Fuel.....	504 96
Repairs .....	1,091 81
Supplies .....	126 20
Furniture.....	156 07
Heating Fixtures .....	2 50
Insurance .....	242 00
Gas.....	23 02
Labor .....	37 20
Rent .....	225 00
Taxes .....	47 50
	<hr/> 17,800 00

*Mayflower School—*

Tuition.....	\$12,164 50
Janitor .....	1,020 00
Fuel .....	398 72
Repairs.....	280 67
Supplies.....	123 93
Furniture.....	62 21
Heating Fixtures .....	36 61
Insurance .....	278 44
Labor .....	11 00
Rent .....	225 00
Grading .....	2 25
	<hr/> 14,603 33

*Willson School—*

Tuition .....	\$4,878 25
Janitor .....	387 00
Fuel .....	203 48
Repairs .....	126 34
Supplies .....	67 57
Heating Fixtures .....	51 72
Insurance .....	93 25
Labor .....	30 00
Taxes .....	312 00
	<hr/> \$6,149 61

*Warren School—*

Tuition .....	\$3,212 00
Janitor .....	246 50
Fuel .....	208 03
Repairs .....	135 28
Supplies .....	42 52
Heating Fixtures .....	16 95
Insurance .....	50 00
Labor .....	21 00
	<hr/> 3,932 28

*Brownell School—*

Tuition .....	\$15,819 25
Janitor .....	1,060 00
Fuel .....	992 56
Repairs .....	297 61
Supplies .....	154 79
Furniture .....	202 90
Insurance .....	518 25
Gas .....	23 62
Labor .....	41 20
Taxes .....	37 20
	<hr/> 18,647 38

*Eagle School—*

Tuition .....	\$5,647 50
Janitor .....	393 50
Fuel.....	177 65
Repairs.....	207 17
Supplies.....	54 48
Furniture .....	744 55
Heating Fixtures .....	22 82
Insurance .....	221 35
Labor .....	17 80
	<hr/> \$7,486 82

*Kentucky School—*

Tuition.....	\$9,940 00
Janitor .....	753 00
Fuel.....	642 28
Repairs .....	781 83
Supplies.....	80 16
Furniture .....	20 04
Heating Fixtures .....	37 34
Insurance .....	220 66
Labor .....	39 50
Rent.....	14 00
Miscellaneous .....	31 48
	<hr/> 12,560 29

*Hicks School—*

Tuition .....	\$5,738 50
Janitor .....	540 00
Fuel.....	255 41
Repairs.....	109 93
Supplies.....	60 85
Furniture .....	99 40
Insurance .....	277 25
Labor .....	25 00
	<hr/> 7,106 34

*Washington School—*

Tuition .....	\$5,217 50
Janitor .....	844 50
Fuel .....	206 96
Repairs .....	102 62
Supplies .....	52 88
Furniture .....	28 90
Heating Fixtures .....	85
Insurance .....	234 00
	<hr/> \$6,778 21

*Orchard School—*

Tuition .....	\$9,750 88
Janitor .....	890 00
Fuel .....	567 07
Repairs .....	107 55
Supplies .....	116 01
Furniture .....	53 73
Heating Fixtures .....	35 88
Insurance .....	305 50
Labor .....	1 00
	<hr/> 11,827 62

*Wade School—*

Tuition .....	\$2,350 00
Janitor .....	163 60
Fuel .....	93 27
Repairs .....	154 85
Supplies .....	25 54
Furniture .....	6 16
Insurance .....	40 00
Labor .....	8 00
Rent .....	83 33
	<hr/> 2,924 75

*Tremont School—*

Tuition .....	\$7,042 00
Janitor .....	503 00
Fuel .....	264 53
Repairs .....	46 99
Supplies .....	72 42
Insurance .....	309 50
Labor .....	35 00
Rent .....	1,214 06
	<hr/> \$9,488 10

*Bolton School—*

Tuition .....	\$3,737 50
Janitor .....	333 26
Fuel .....	243 59
Repairs .....	301 53
Supplies .....	65 93
Furniture .....	55 08
Heating Fixtures .....	29 44
Insurance .....	97 80
	<hr/> 4,864 13

*Walton School—*

Tuition .....	\$1,932 25
Janitor .....	180 90
Fuel .....	94 06
Repairs .....	208 69
Supplies .....	57 42
Heating Fixtures .....	59 56
Insurance .....	48 00
Labor .....	15 00
Grading .....	12 25
Taxes .....	171 06
	<hr/> 3,536 29

*Madison School—*

Tuition .....	\$995 50
Janitor .....	78 00
Fuel.....	43 40
Repairs.....	62 10
Supplies.....	9 72
Furniture .....	3 08
Heating Fixtures .....	35 90
Taxes .....	28 00
	<hr/> \$1,255 70

*Euclid School—*

Tuition .....	\$1,050 00
Janitor .....	78 00
Fuel.....	45 76
Repairs.....	68 12
Supplies.....	11 92
Furniture .....	3 08
Heating Fixtures .....	35 90
Taxes .....	14 56
	<hr/> 1,307 34

*Dunham School—*

Tuition .....	\$450 00
Janitor .....	39 00
Fuel.....	20 40
Repairs.....	8 01
Supplies.....	10 92
Furniture .....	3 08
Heating Fixtures .....	16 95
Labor .....	1 00
	<hr/> 549 36

*Crawford School—*

Tuition .....	\$410 00	
Janitor .....	42 50	
Fuel .....	28 45	
Repairs .....	32 98	
Supplies .....	7 12	
Furniture .....	1 54	
Heating Fixtures .....	18 35	
		<hr/> \$ 540 89

*Fairmount School—*

Tuition .....	\$1,380 00	
Janitor .....	111 40	
Fuel .....	68 32	
Repairs .....	18 15	
Supplies .....	19 14	
Furniture .....	4 62	
Heating Fixtures .....	20 25	
Labor .....	1 50	
		<hr/> 1,618 38

*Garden School—*

Tuition .....	\$1,125 00	
Janitor .....	98 00	
Fuel .....	90 10	
Repairs .....	1 25	
Supplies .....	19 19	
Furniture .....	10 48	
Heating Fixtures .....	26 64	
Labor .....	1 00	
		<hr/> 1,366 66



*Quincy School—*

Tuition .....	\$720 00
Janitor .....	60 00
Fuel .....	49 04
Repairs .....	174 30
Supplies .....	20 26
Heating Fixtures .....	43 65
Insurance .....	25 00
Labor .....	5 00
	<hr/> \$1,097 25

*Woodland School—*

Tuition .....	\$1,050 00
Janitor .....	78 00
Fuel .....	39 55
Repairs .....	39 39
Supplies .....	11 67
Furniture .....	3 08
	<hr/> 1,222 19

*Kinsman School—*

Tuition .....	\$497 50
Janitor .....	36 00
Fuel .....	25 40
Repairs .....	61 08
Supplies .....	12 92
Furniture .....	3 08
	<hr/> 685 98

*Clark School—*

Tuition .....	\$1,115 00
Janitor .....	95 50
Fuel.....	71 51
Repairs.....	203 82
Supplies.....	23 67
Heating Fixtures .....	54 37
Insurance .....	7 50
Labor .....	10 00
Rent.....	44 80
Grading .....	15 75
	<hr/> \$1,641 92

*Meyer School—*

Tuition.....	\$480 00
Janitor .....	42 00
Fuel.....	48 25
Repairs.....	23 11
Supplies.....	4 98
Furniture .....	1 54
	<hr/> 599 88

*Ridge School—*

Tuition .....	\$497 50
Janitor .....	36 00
Fuel.....	31 48
Repairs.....	84 23
Supplies.....	11 88
Furniture . . . . .	1 54
Taxes .....	5 34
	<hr/> 667 97

*Gordon School—*

Tuition .....	\$116 00	
Janitor .....	12 00	
Fuel.....	16 43	
Repairs.....	235 42	
Supplies.....	21 14	
Heating Fixtures .....	40 56	
Insurance .....	18 00	
Labor .....	5 00	
Taxes .....	48 13	
	<hr/>	\$ 512 68

*Mute School—*

Tuition .....	\$600 00	
Janitor .....	48 00	
Fuel.....	18 40	
Supplies.....	5 08	
Labor .....	3 00	
	<hr/>	674 48

*Prospect Building—*

Repairs.....	\$484 70	
Insurance .....	20 00	
Taxes .....	6 50	
	<hr/>	511 20

*Walnut School—*

Tuition .....	\$1,575 00	
Janitor .....	54 00	
Fuel.....	1 75	
Repairs.....	89 00	
Supplies.....	29 47	
	<hr/>	1,749 22

*Union Mills School—*

Tuition .....	\$877 50	
Janitor .....	39 00	
Repairs .....	10 51	
Supplies .....	9 12	
Furniture .....	3 08	
	<hr/>	\$ 739 21

*North School—*

Tuition .....	\$900 00	
Janitor .....	54 00	
	<hr/>	954 00

*Charter Oak School—*

Tuition .....	\$240 00	
Janitor .....	10 00	
	<hr/>	250 00

*Library—*

Librarian .....	\$2,000 04	
Assistant Librarians .....	2,641 72	
	<hr/>	4,641 76

*Library Expenses—*

Janitor .....	\$144 00	
Fuel .....	24 25	
Repairs .....	77 86	
Supplies .....	165 70	
Furniture .....	12 75	
Heating Fixtures .....	1 00	
Insurance .....	516 80	
Gas .....	189 26	
Labor .....	104 50	
Printing .....	42 10	
Rent .....	644 47	
Collecting Books .....	36 00	
Legal Advice .....	25 00	
Drawings .....	110 00	
	<hr/>	2,093 89

*Office and Board Rooms—*

Fuel.....	\$50 30
Repairs.....	18 20
Supplies.....	274 73
Heating Fixtures .....	51 24
Gas.....	62 26
Labor .....	75 00
Printing .....	23 00
Rent .....	322 20
Miscellaneous .....	45 07
	<hr/> \$ 922 00

*Independence School—*

Tuition .....	90 00
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*Evening Schools—*

Tuition .....	\$592 50
Janitor .....	15 00
Fuel.....	4 60
Supplies.....	34 90
	<hr/> 647 00

*Miscellaneous—*

Printing .....	\$2,930 47
Advertising.....	296 10
Board of Examiners .....	320 00
Traveling.....	102 02
Census .....	938 57
Interest on Temporary Loan .....	32 00
Vaccination .....	585 51
Freight.....	13 50
Copying .....	6 00
	<hr/> 5,164 17

*Supervision—*

Superintendent .....	\$3,999 99	
Supervising Principals .....	4,999 92	
Assistant Superintendents of Primary Instruction, .....	2,570 00	
Clerk to Superintendent .....	88 00	
		<hr/> \$11,652 91

*Officers of the Board—*

Secretary .....	\$1,200 00	
Carpenter.....	1,200 00	
Page .....	42 00	
		<hr/> 2,442 00

*Special Teachers—*

Music .....	\$2,500 00	
Drawing.....	2,412 50	
Penmanship .....	2,000 00	
Gymnastics.....	1,000 00	
		<hr/> 7,912 50

*Industrial Farm School—*

Tuition .....	1,000 96	
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*House of Refuge—*

Tuition .....	363 33	
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### COST OF LAND, CONSTRUCTION AND PERMANENT IMPROVEMENTS.

*West High School—*

Iron Fence .....	\$1,084 51
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*Sterling School—*

Land, (corner Marion and Sked streets,) .....	3,000 00
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*Mayflower School—*

Iron Fence .....	\$1,265 27
Land .....	8,708 00
	9,973 27

*Willson School—*

Relief Building .....	\$1,092 98
Furniture .....	254 69
	1,347 67

*Warren School—*

Relief Building .....	\$1,141 16
Furniture .....	356 06
	1,497 22

*Eagle School—*

Iron Fence .....	349 27
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*Hicks School—*

Plans .....	20 00
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*Tremont School—*

Building .....	\$32,734 90
Heating Fixtures .....	6,469 69
Furniture .....	212 96
Printing .....	5 00
Land .....	8,056 00
Appropriation of Land, Probate Court Fees .....	234 92
Abstracts .....	29 00
	47,742 47

*Walton School—*

Relief Building.....	\$1,566 12	
Furniture.....	807 08	
	— — —	\$2,373 20

*Fairmount School—*

Building .....	\$2,618 89	
Land .....	11,200 00	
	— — —	13,818 89

*Dunham School—*

Land .....	462 52	
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*Quincy School—*

Relief Building.....	\$1,025 17	
Furniture .....	378 01	
	— — —	1,403 18

*Clark School—*

Relief Building.....	\$1,520 37	
Furniture .....	372 82	
	— — —	1,893 19

*Outhwaite School—*

Building.....	\$33,097 43	
Taxes .....	14 75	
Land .....	9,566 76	
	— — —	42,678 94

*Gordon School—*

Building.....	\$1,099 90	
Furniture .....	362 54	
Land .....	9,000 00	
	— — —	10,462 44



## LIBRARY FUND.

## RECEIPTS.

Balance on hand August 31, 1873.....	\$3,452 15
Taxes for the Year.....	\$9,203 91
Fines, etc.....	267 05
	<hr/>
	9,470 96
	<hr/>
	\$12,923 11

## EXPENDITURES.

Books .....	\$4,106 82
Binding .....	706 85
Balance on hand August 31, 1874.....	8,109 44
	<hr/>
	\$12,923 11

# Superintendent's Report.



# SUPERINTENDENT'S REPORT.

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TO THE BOARD OF EDUCATION,

*City of Cleveland:*

GENTLEMEN:—I have the honor to submit this, the Thirty-Eighth Annual Report of the condition and progress of the Public Schools of this city, for the year ending August 31, 1874.

I would respectfully call your attention to the Statistical Tables annexed, showing for each School—

1. The average number of teachers employed, the enrollment and attendance of pupils, and the cost of tuition.
2. The number of children who attended School less than two months, two and less than four, etc.
3. The degree of regularity and irregularity of attendance.
4. The number of pupils enrolled at the respective ages.
5. The number enrolled in each grade, and the number promoted from each to the next higher grade.
6. The average age of pupils in the several classes.
- 7 and 8. The average number belonging and the average daily attendance for each month of the School year.
- 9 and 10. The results of the annual enumeration of children from six to twenty-one years of age in each ward; also, the number attending Public, Private and Parochial Schools, and of those not attending any School.
11. The amount paid for tuition and incidental expenses in each School building for the last four years.

I would specially commend the following Summaries to the inspection of members of the Board, as presenting in succinct form the principal matters of interest connected with the management of the Schools :

## SUMMARIES.

### I.—ENUMERATION OF YOUTH.

	1872.	1873.	1874.
Enumeration of Youth from 5 to 21.....	37,876	40,100	45,003
Gain on preceding year.....	3,333	2,223	4,903
Gain per cent. ....	9.6	5.8	12.2

### II.—SCHOOLS.

	1871-2.	1872-3.	1873-4.
High Schools.....	2	3	3
Grammar and Primary Schools—			
Having an A Grammar (Eighth Year) Grade....	4	5	6
B Grammar (Seventh Year) Grade....	2	3	2
C Grammar (Sixth Year) Grade. ....	2	2	2
D Grammar (Fifth Year) Grade .....	7	6	6
A Primary (Fourth Year) Grade.....	0	5	6
B Primary (Third Year) Grade .....	1	2	5
C Primary (Second Year) Grade.....	0	0	0
D Primary (First Year) Grade.....	0—16	0—23	4—31
Number of Schools.....	18	26	34

#### Newburgh—annexed April, 1874—

Having a D High School.....	1
C Grammar Grade .....	2
A Primary Grade.....	1
Total at the close of the year .....	38

## III.—TEACHERS.

## Average for the Year :

	1871-2.	1872-3.	1873-4.
<b>HIGH SCHOOLS—</b>			
Men.....	6	8	8
Women .....	6	7	10
Whole Number Teachers in High Schools,	— 12	— 15	— 18
<b>GRAMMAR AND PRIMARY SCHOOLS—</b>			
Teachers having charge of School Rooms—			
Men.....	1	2	1
Women .....	179—180	197—199	228—229
<b>Special Teachers of German—Men.....</b>	7	9	8
Women .....	3— 10	4— 13	6— 14
<b>SPECIAL TEACHERS for the city at large—Men—</b>			
Music .....	1	1	1
Writing .....	1	1	1
Drawing.....	0	1	2
Gymnastics...	0— 2	1— 4	1— 5
<b>Ass't SUP'Ts, (Supervising Principals)—Men .....</b>	2	2	2
<b>SPECIAL SUP'Ts of Primary Instruction—Women..</b>	2— 4	2— 4	2— 4
<b>Average Number of Teachers employed,</b>	208	235	270
<b>Newburgh—annexed April, 1874—Men, (Superintendent).....</b>			1
Women .....			18
			289

## At the Close of the Year :

	Men.	Women.	Total.
<b>High Schools.....</b>	8	10	18
<b>Grammar and Primary Schools—</b>			
Having charge of School Rooms .....	5	256	261
<b>Special Teachers of German.....</b>	8	8	16
<b>Special Teachers for the city at large—</b>			
Music, Drawing, Penmanship and Gymnastics.....	5	0	5
<b>Assistant Superintendents .....</b>	3	2	5
<b>Whole Number Teachers employed at close of year,</b>	29	276	305

## IV.—PUPILS.

Whole Number of Different Pupils Enrolled, exclusive of Newburgh :

	1871-2.	1872-3.	1873-4.
High Schools.....	288	404	483
Grammar and Primary Schools.....	13,359	14,681	17,029
Total.....	13,647	15,085	17,512

Average Number Belonging :

High Schools.....	261.2	348.9	417.3
Grammar and Primary Schools.....	8,988.0	10,013.6	11,490.1
Total.....	9,249.2	10,362.5	11,907.4

Average Daily Attendance :

High Schools.....	250.7	335.3	399.6
Grammar and Primary Schools.....	8,830.9	9,840.8	10,782.1
Total.....	8,581.6	9,676.1	11,181.7

Average Daily Attendance per Teacher, having charge of School Rooms.....

46.2	45.3	45.2
------	------	------

Per Cent. of Daily Attendance :

On Average Number Belonging.....	92.8	93.4	93.7
On Whole Number Registered.....	62.9	64.1	63.7
On Whole Number Enumerated between 6 and 21.....	27.2	28.1	30.5

## V.—CLASSIFICATION.

Number of Pupils Entered in each one of the several Grades, Newburgh included :

	1871-2.	1872-3.	1873-4.
HIGH SCHOOLS.....First Grade, (A).....	13	19	24
Second Grade, (B).....	61	56	85
Third Grade, (C).....	69	133	142
Fourth Grade, (D).....	145	196	232
GRAMMAR SCHOOLS..First Grade, (A).....	223	311	355
Second Grade, (B).....	509	576	670
Third Grade, (C).....	878	937	976
Fourth Grade, (D).....	1,355	1,271	1,365
PRIMARY SCHOOLS...First Grade, (A).....	1,396	1,628	2,291
Second Grade, (B).....	1,815	2,495	2,861
Third Grade, (C).....	2,385	3,070	3,228
Fourth Grade, (D).....	4,798	4,898	6,553
Total Registered in All Grades.....	13,647	15,085	18,781

## VI.—AGES OF PUPILS REGISTERED.

The Number and Per Cent. of Pupils Enrolled at the Several Ages :

1872-3.			1873-4.		
Ages.	No. Registered.	Per Cent. of Whole Number.	Ages.	No. Registered.	Per Cent. of Whole Number.
6 .....	2,938 .....	19.6	6 .....	3,814 .....	21.8
7 .....	1,787 .....	11.8	7 .....	2,151 .....	12.3
8 .....	1,719 .....	11.4	8 .....	2,048 .....	11.7
9 .....	1,522 .....	10.0	9 .....	1,841 .....	10.5
10 .....	1,588 .....	10.5	10 .....	1,730 .....	9.9
11 .....	1,382 .....	9.3	11 .....	1,438 .....	8.2
12 .....	1,408 .....	9.3	12 .....	1,543 .....	8.8
13 .....	1,078 .....	7.1	13 .....	1,122 .....	6.4
14 .....	770 .....	5.1	14 .....	816 .....	4.7
15 .....	470 .....	3.1	15 .....	530 .....	3.0
16 .....	222 .....	1.6	16 .....	281 .....	1.6
17 and over .....	187 .....	1.2	17 and over .....	198 .....	1.1
	<u>15,085</u>	<u>100.0</u>		<u>17,512</u>	<u>100.0</u>

## VII.—TIME IN SCHOOL.

Of the Whole Number Registered, the Number in School :

	1872-3.		1873-4.	
	Number.	Per Cent.	Number.	Per Cent.
Less than two months .....	1,797 .....	11.9	2,326 .....	13.3
Two months and less than four .....	2,244 .....	14.9	2,813 .....	16.1
Total less than four .....	4,041 .....	26.8	5,139 .....	29.4
Four and less than six .....	1,353 .....	8.9	1,760 .....	10.1
Total less than six .....	5,394 .....	35.7	6,899 .....	39.5
Six and less than eight .....	1,815 .....	12.1	2,142 .....	12.2
Total less than eight .....	7,209 .....	47.8	9,041 .....	51.7
Eight and less than ten .....	3,715 .....	24.6	3,913 .....	22.3
Total less than ten .....	10,924 .....	72.4	12,954 .....	74.0
Ten months, or the entire year .....	4,161 .....	27.6	4,558 .....	26.0
Total Enrollment .....	15,085 .....	100.0	17,512 .....	100.0



## VIII.—FLUCTUATIONS IN ATTENDANCE.

The Average Daily Attendance for the Several School Months of the Year was as follows :

	1869-70.	1870-1.	1871-2.	1872-3.	1873-4.
FIRST TERM....First Month.....	7,421	8,237	8,761	9,717	10,901
Second Month....	7,746	8,559	9,168	9,821	11,151
Third Month.....	7,632	8,562	9,050	9,988	11,069
Fourth Month....	7,493	8,136	7,890	9,820	10,872
SECOND TERM..First Month.....	7,646	7,764	7,712	9,696	11,108
Second Month....	7,767	7,830	8,468	9,900	11,129
Third Month.....	7,660	8,068	8,440	9,482	11,000
THIRD TERM...First Month.....	8,209	8,653	8,863	9,944	11,530
Second Month....	8,180	8,519	8,741	9,860	11,599
Third Month.....	7,920	8,184	8,228	9,708	11,427

To show the Fluctuations in Attendance in Each Class, the following Table is added, showing the number of pupils remaining in the several grades at the end of each School month :

GRAMMAR.					PRIMARY.				
	A.	B.	C.	D.		A.	B.	C.	D.
Sept. ....	303	541	780	987		1,654	1,830	1,989	3,227
Oct. ....	304	535	775	1,001		1,625	1,827	2,061	3,277
Nov. ....	309	537	760	970		1,596	1,812	2,050	3,185
Dec. ....	292	528	748	975		1,602	1,789	2,017	3,085
Jan. ....	385	522	752	988		1,642	1,840	2,139	3,255
Feb. ....	274	512	727	982		1,644	1,916	2,049	3,243
March ...	270	496	697	936		1,561	1,885	1,924	3,367
April ....	260	469	654	869		1,522	1,903	2,192	4,070
May ..... 247	457	627	851			1,464	1,849	2,224	4,167
June ..... 244	452	621	822			1,400	1,716	2,139	4,068
Average .	288	505	714	938		1,571	1,837	2,078	3,494

## IX.—ENUMERATION.

Number at the Respective Ages in Each Thousand Enumerated :

Ages.	Oct. 1869.	Oct. 1870.	Oct. 1871.	Oct. 1872.	Oct. 1873.	Oct. 1874.
5 .....	69	82	88	91	87	88
6 .....	79	72	72	74	80	80
7 .....	79	70	71	72	76	80
8 .....	80	73	67	67	71	73
9 .....	75	69	67	58	63	66
10 .....	77	72	70	63	64	67
11 .....	70	66	63	60	59	58
12 .....	74	71	68	66	64	63
13 .....	63	64	58	56	55	57
14 .....	62	60	64	58	60	59
15 .....	51	53	54	54	56	55
16 .....	50	52	54	57	57	56
17 .....	44	47	49	52	52	53
18 .....	47	50	55	54	53	56
19 .....	40	48	48	53	45	47
20 .....	40	51	52	65	58	43

## X.—ENUMERATION COMPARED WITH SCHOOL REGISTRATION.

Centesimal Proportion of Children Enumerated at the Several Ages Registered in the Public Schools :

Ages.	1869-70.	1870-1.	1871-2.	1872-3.	1873-4.
6 .....	102	104	102	105	117
7 .....	71	66	65	66	70
8 .....	68	69	67	67	73
9 .....	64	65	62	69	73
10 .....	64	65	63	66	68
11 .....	59	65	60	65	60
12 .....	58	54	53	57	60
13 .....	51	46	50	50	51
14 .....	34	31	33	35	34
15 .....	34	20	20	22	24
16 .....	11	10	10	10	12
17 .....	6	6	5	6	5
18 .....	3	3	2	3	3
19 .....	2	1	1	3	1
20 and over	4	2	2	5	1

NOTE.—The excess of the number registered in the Schools over the number enumerated at six years of age arises from two causes :

1. The enumeration is taken in October, by officers duly qualified, but pupils are admitted to School as they come to their sixth year. Hence many are enrolled in the Schools through the year who were not enumerated as of School age in October.

2. There can be no doubt that there are hundreds sent to School before they are six years of age, their parents declaring them to be of School age (six years old).

## HIGH SCHOOLS.

The following tabular statement presents some facts of interest pertaining to the growth of the High School system in this city from 1868 to 1874 inclusive:

COMPARATIVE VIEW OF HIGH SCHOOLS FOR THE LAST SEVEN YEARS.							
	1868.	1869.	1870.	1871.	1872.	1873.	1874.
CENTRAL.							
Whole Number Entered.....	214	176	183	186	216	251	307
Average Number Belonging.....	162.5	156.7	159.8	166.3	197.2	235.6	272.2
Average Daily Attendance.....	154.5	149.3	153.9	160.	189.9	217.9	261.2
Number Teachers Employed.....	6.	7.	5.9	6.8	7.26	8.	10.
Cost of Instruction .....	\$7,021.	\$8,285.	\$9,116.	\$10,085.10	\$11,027.50	\$11,672.50	\$13,543.
Cost per Capita on Av. No. Belonging	\$43.21	\$52.87	\$57.04	\$60.70	\$55.92	\$51.74	\$49.75
WEST.							
Whole Number Entered.....	82	73	69	75	72	74	118
Average Number Belonging.....	70.7	57.8	58.1	66.7	64.	63.5	97.4
Average Daily Attendance.....	68.5	54.8	56.	64.	60.8	60.	92.6
Number Teachers Employed.....	3.7	3.4	3.4	3.6	4.	4.	5.
Cost of Instruction .....	\$4,198.66	\$3,912.24	\$3,859.98	\$4,050.	\$4,039.	\$5,918.	\$7,854.
Cost per Capita on Av. No. Belonging	\$59.31	\$67.68	\$66.44	\$60.72	\$63.11	\$63.19	\$60.64
EAST.							
Whole Number Entered.....	.....	.....	.....	.....	.....	79	58
Average Number Belonging .....	.....	.....	.....	.....	.....	59.8	47.7
Average Daily Attendance .....	.....	.....	.....	.....	.....	57.4	45.8
Number Teachers Employed.....	.....	.....	.....	.....	.....	3.	3.
Cost of Instruction .....	.....	.....	.....	.....	.....	\$3,546.94	\$4,500.
Cost per Capita on Av. No. Belonging	.....	.....	.....	.....	.....	\$59.83	\$64.83
THE THREE HIGH SCHOOLS.							
Whole Number Entered.....	206	249	252	261	288	404	483
Average Number Belonging.....	233.2	214.5	217.9	223.	261.2	348.9	417.8
Average Daily Attendance.....	223.0	204.1	209.9	224.	250.7	335.3	399.6
Number Teachers Employed.....	11.	10.4	9.3	10.4	11.26	15.	18.
Cost of Instruction .....	\$11,214.66	\$12,197.34	\$12,975.98	\$14,145.10	\$15,076.50	\$21,137.44	\$25,897.50
Cost per Capita on Av. No. Belonging	\$48.09	\$56.87	\$59.55	\$60.71	\$57.05	\$60.18	\$62.05

The cost of instruction, as presented in the tables, is exclusive of the cost of instruction in Drawing and Music, which is given by special teachers.

The expense of tuition per capita is quite in the inverse ratio of the number of pupils attending the several Schools.

The rapid growth of the Central High School, which will soon make another and larger building necessary, the shifting of the population eastward already so far that it has left the School outside of the territory which is tributary to it, will soon raise the question whether it would not be judicious to remove it to some point east of its present location. If only the present attendance were to be accommodated, it should be removed to the neighborhood of the corner of Prospect and Perry streets. If the center of population for the next twenty-five or thirty years be desirable, we should have to look to a point considerably farther east.

The extent of territory over which our population is spreading—from twenty-five to thirty square miles—will always make it necessary for us to maintain more High Schools than an equal population would demand in a city more compactly built. We already have three completely organized Schools of this grade, and, situated as they are, I cannot see how we could consolidate any of them with another. If the Central High School were removed to the neighborhood of Case or Willson avenue, the East High School might be united with it, to the very great advantage of both.

The annexation of Newburgh, in the spring of 1874, brought with it two classes of what is likely to become a fourth High School—a small one, it is true, but one that will have to be maintained in all its departments, unless other arrangements can be made. The maintenance of so many High Schools in an efficient manner will be very expensive, and it is well worth the while of those who are in the control of our Public School

system to inquire whether the number can be reduced without impairing their efficiency or usefulness.

The present Course of Study, with but slight changes, has now been in force just seven years. When I first came into charge of the Schools of Cleveland, the question had been for some months under discussion, whether the study of the Greek and Latin languages should not be excluded from the Schools. Some bitterness had been displayed by the opponents and by the advocates of classical instruction, and the result was that a compromise was readily accepted whereby the Course of Study to be adopted by the pupil was left to the choice of his parents. Though the remedy was a very simple one, it has served the purpose of making the High Schools popular with all classes. It has left the choice where it justly belongs.

I have spoken of our Course of Study, but there are in fact four different Courses. First, the Classical Course, which is quite sufficient for the preparation of a boy for any college to which he may desire to go, with perhaps one or two exceptions; Second, the Latin-English Course, which, while it affords a sufficient knowledge of the sciences for the general business of life, gives that culture which can be derived only from the study of one of the classic languages; Third, the German-English Course, identical with the Latin-English Course on the side of science, and affording many of the advantages incident to the study of Latin itself, at the same time preparing the boy for social and business intercourse with a large part of the population of our cities, and opening up to him the scientific and literary productions of a great people; and Fourth, the English Course, which, though poor and meager as compared with the others, is yet the only one within the reach of many.

The choice of any one of the Courses named is open to all, but I have not considered myself at liberty to allow any Course of Study not provided for by the Board of Education. Applications have been made for permission to omit some one or

other of the branches required in the Course which the parent has selected, but such applications are invariably refused. If the health of a pupil is such as to prevent his pursuing the full quota of studies prescribed for a term or a year, I have authorized the Principal of the School to make such arrangement as to allow two years for completing one year's work, or three years for two years' work, the order of studies to be at his own discretion.

The following table shows the number of pupils who have chosen each one of the four Courses since they were prescribed by the Board in 1867. The difference in the ratio of pupils entering upon the several Courses is doubtless attributable to the influence of teachers in the several Schools. This influence may not be the result of any effort upon their part, nor is it always the result of positive advice; but the ability or popularity of teachers in one department or another often decides the preferences of pupils. It was the purpose of the Board to leave this matter entirely to the choice of the parent, and, according to the rule, none are permitted to take the Latin or Classical Course without the written request of the parent and the permission of the Superintendent. This permission, however, is given as a matter of form, when the wish of the parent is duly indicated.

Course.	School.	1869-70.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.
CLASSICAL	Central	...	4	7	9	9	8
	West	1	1	1	12	10	3
	East	...	...	...	...	3	6
	Total	1	5	8	21	22	17
LATIN	Central	27	24	27	16	40	30
	West	3	11	7	2	30	55
	East	...	...	...	...	9	11
	Total	30	35	34	18	79	96
GERMAN	Central	5	25	23	52	47	47
	West	...	...	15	7	10	7
	East	...	...	...	...	5	14
	Total	5	25	38	59	62	68
ENGLISH	Central	48	24	49	45	45	40
	West	14	18	16	14	8	6
	East	...	...	...	...	13	7
	Total	62	42	65	59	66	53
Total Number Entered,		98	107	145	157	235	234

## REPORT OF THE PRINCIPAL OF THE CENTRAL HIGH SCHOOL.

TO ANDREW J. RICKOFF,

*Superintendent of Public Instruction :*

SIR:—I take pleasure in submitting to you the following report of the progress and condition of the Central High School for the year ending June, 1874, this being my fifth annual report.

The whole number of teachers employed was—

Men.....4	Women.....6	Total.....10.
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The whole number of pupils registered was—

Boys.....123	Girls.....184	Total.....307.
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The average number belonging was—

Boys....109	Girls....163.2	Total....272.2.
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The average of the enrollment for the several terms, to compare with similar tables prepared for reports of previous years, was—

Boys....113.7	Girls....170.8	Total.....284.
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The average daily attendance was—

Boys....105.9	Girls....155.3	Total....261.2.
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The ratio of average daily attendance to the entire number registered was—

Boys....86.1%	Girls....84.4%	Total....85.1%
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The ratio of average daily attendance to the average enrollment by terms was—

Boys....93.1%	Girls....91.2%	Total.....92%
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The ratio of average daily attendance to the average number belonging was—

Boys....97.1%	Girls....95.1%	Total.....96%
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The number in School the entire year, with the reception of brief absence from illness, was—

Boys.....100      Girls.....145      Total.....245.

being eighty per cent. of the entire registration.

There were in attendance at the close of the year—

Boys..... 100, being 81.3 per cent. of the entire enrollment.

Girls..... 147, being 79.9 per cent. of the entire enrollment.

Total .... 247, being 80.4 per cent. of the entire enrollment.

The number registered in the several classes and the number remaining at the close of the year, with the average ages of the several grades, was—

	A	B	C	D	Total.
Registered.....	19	53	95	140	307
Remaining.....	19	46	73	109	247
Ratio .....	100%	86.8%	75.8%	77.8%	80.4%
Average Age...	17.7	17	15.9	15.1	15.85 years.

The average age of the pupils was—

Boys..15.5 years;    Girls..16 years;    Total..15.85 years.

The average age of the graduating class at graduation was—

Boys..17.8 years;    Girls..18.3 years;    Total..18.1 years.

The age of pupils at the time of registration was—

Ages .....	12	13	14	15	16	17	18	19	20	21	22
Number .	3	17	41	67	87	41	37	9	1	2	2

Of those present at the close of the year, exclusive of the graduates, thirty-four are not registered in the year 1874-5, while thirteen who had withdrawn have returned, making a total of loss by withdrawals, from the beginning of 1873-4 to the beginning of 1874-5, of eighty-one, or 26 $\frac{1}{4}$ % of the total registration—a ratio of loss varying but a trifle from that of the preceding two years.

The cost of instruction per pupil, on the basis of the average number belonging, and charging to the School the portion



which it received of the services of Professors Stewart and Aborn, was \$52.25, or nearly a dollar less per pupil than during the year 1872-3.

At the close of the year forty-two pupils graduated from the School, of whom nineteen were graduates of the Four Years Course. The names of the latter are marked with a star (\*) in the following list :

#### GRADUATES—1873-4.

CHAS. FRANK ELLIS,*	CLARA HOBART,
JOHN MILLER GERLING,*	ALICE MAUD HULBERT,
CHAS. JOSEPH HALLE,	LINA ESSIE JEAN,*
HERBERT WINSLOW HOLT,	ADA BYRON JOHNSON,*
NEWTON B. HOBART,*	HATTIE L. KNIGHT,
JOHN G. JENNINGS,*	SELMA G. KREHBIEL,*
CHAS. WM. KOLBE,*	IDA MAY LANPHEAR,
CHAS. LAWRENCE,*	ANNA FRANCES LANDA,
SOLOMON MOSES,*	KATE MARY LANDA,
MARCUS WEBSTER REED,*	FLORA DUPEE LUFKIN,*
JAS. EDWARD RUNCIE,*	ELLA MARSHALL,
JAMES THOMPSON,*	ELLA PALMER MCINTOSH,
JOSEPH F. ULLMAN,*	MATTIE MAYNE PURDIE,
CARRIE ELLA BASSETT,*	IDA MAY REZNER,
ELLA FOSTER BURNHAM,	CLARA SOPHIE RUFFINI,
HANNAH BLOCK,	KATE MARIETTA SHAW,*
AUGUSTA ELLA CHASE,	FLORENCE EMMA SMITH,
LIZZIE CHARLTON CLIMO,	MARY ADAMS SPENCER,
HATTIE ELSINGER,	PHEBE ADELAIDE UNDERWOOD,
LILLIAN P. EVANS,	SARAH E. WAUD,
KATE ELEANORE HICKOX,*	ADDIE MARIE WELTON.*

At the beginning of the year the Board of Education assigned to this School two additional teachers—one for Elocution and Vocal Culture, the other for Composition, these branches being now for the first time made distinct departments of instruction. It is pleasant to be able to record the entire success of the new departments. It was fortunate that, at the outset of what was to a great extent an experiment, persons should have been found with such special fitness for the

new duties. They have not only performed thoroughly duties which before were distributed among several teachers, all of whom were already sufficiently burdened with the ordinary work of the School; but, having the entire field of instruction in these branches before them, they have bestowed much thought upon the improvement of their methods and the arrangement of their work so as to make it the most effective possible. Miss Wolcott makes the following suggestions about the teaching of Composition, which, with some slight omissions and changes of form, seemed to me of so much importance as to deserve insertion here :

“Following the admirable and logical arrangement of the plan of English Composition given in the printed Course of Study for High Schools, the pupil writes, during his first year in the School, compositions drawn from his own observation and experience; in the second he deals still with material facts, but with facts learned through the testimony of books; then, stopping to master the technicalities of letter writing and the arrangement of themes, he proceeds to description of character—a subject that requires both observation and reflection. At last, during his senior year, he tries to embody in words abstract ideas.

“Such modifications of this plan as are suggested in what follows are the outgrowth of a single year's experience. Some of them have been tested and found practicable; others have never been tried.

“First, then, with regard to the mechanical execution. Every pupil has a blank book in which to write his compositions. This book is handed to the teacher at the close of the composition recitation each week. In examining the composition, the teacher indicates all mistakes in spelling, punctuation, grammar and rhetoric, by easily understood signs in the margin. I find it convenient to number the errors consecutively. The book is returned to the pupil as early in the week as possible,

and when it is again received, before looking at the new composition, I turn to the one that has already been criticised, and expect, at the foot of the page, to find the errors studied out and corrected, each correction being numbered to correspond with the number of the error.

“This plan has been found a very satisfactory one in several ways: the compositions can be preserved much more neatly and securely in books than on separate sheets of paper; without giving the entire essay a second reading, I can see at a glance whether the corrections were understood; if all mistakes are recorded in books that are to be used through the year, the work will be more carefully done; and, finally, by comparing the first part of the book with the last, it is easy to see whether any progress has been made.

“Let us now take up the work of the several years, and consider the classes of subjects to be treated, and the general object to be sought in each year's work.

“If, during his first year in school, every pupil could learn the correct use of capitals and punctuation marks, could learn to construct sentences that should be free from the most common grammatical errors, and to spell correctly the words that he oftenest misspells—if these minor matters could be so wrestled with and mastered, by a thorough weekly drill, that they should never arise in his subsequent course to vex and hinder him, then the way would be cleared for a more satisfactory progress in English Composition. But if, in his later efforts, his finest fancies are presented in words which, however appropriate, are incorrectly spelled; if his grandest bursts of eloquence are, after all, ungrammatical—then it is evident that, though the superstructure may be fine, the foundations were not well laid. This, then, is the end in view in teaching the D Class. Whatever the pupil may gain in power to arrange and express his thoughts, in mastery of words and in ease of style, comes of itself, and is welcomed, of course, but is not specially

sought. In order that he may have as much practice as possible, it is important that he should write every week. But his observation and experience at that age are somewhat limited, and for our purpose it is perhaps as well to furnish him with material for writing. It is only necessary that the words in which he expresses what he has to say should be of his own choosing—that he should construct his own sentences. It is well, therefore, once in two weeks to relate to the class some anecdote or fable, or to state perhaps some interesting facts in connection with current topics, and ask the class, as their next week's work, to give in their own language what has been related. Alternating with such exercises, however, they are required in the intervening weeks to write original compositions, in accordance with the class of subjects prescribed: in the First Term, Descriptions of Objects; Second Term, Descriptions of Places; Third Term, Narration of Events. These must be drawn from their own observation and experience, and not from books.

“When the pupil enters the C Class he has learned, let us hope, to write a page that shall be free from those glaring faults which, if betrayed in letter-writing or otherwise in ordinary life, at once stamp their author as illiterate. Of the finer uses of language, as an exact and delicate embodiment of thought, he knows, it may be, very little.

“It would probably be profitable for the pupils to spend, in criticising and revising their work of the previous year, at least one-half the time in alternate weeks of the two terms at present assigned to Historical Narrations and Accounts of Common Articles of Commerce.

“Taking some subject on which all had written and one worthy of enlargement, it would be well to subject their earlier efforts to their more mature criticism. Let ways be suggested to them in which the subject may be illustrated, or the story be made interesting by original comments or more detailed descriptions. Let them be taught how to prune their sentences, how

to remodel their paragraphs, how to arrange events so that the most important shall be made the most prominent. Few pupils can be found who are capable of criticising their own work. Most of them, having expressed a thought, cannot reshape the expression. To rewrite and improve a weak paragraph, or to condense one full of repetitions, is to them almost an impossibility; and to spend a term or two in studying their faults of expression and presentation would, perhaps, be as profitable as anything they could attempt. Much attention should, during this part of the course, be devoted to defining words correctly, and to the study of terms nearly synonymous. The last Term of this year is devoted to letter-writing, which, of course, includes forms for letters of ceremony and for business letters. It is well also to include in this Term's work keeping minutes of meetings of the class, writing forms for petitions to public bodies, drawing up resolutions supposed to express the sense of the class on various subjects, and other technical forms which it would be advantageous for them to understand.

“According to the plan suggested, when the pupil enters the B Class he has learned to express his ideas with some degree of accuracy, as well as to write them correctly. What now claim special criticism in his essays are the thoughts themselves, as to their logical dependence and their appropriateness to the subject on which he professes to be writing. How shall he learn to bring together the different threads of an argument, and tie them all into a conclusion? Evidently, it will be best to see how this thing has been done by others. So we will select for this class an essay by some standard author, and read it to them, requiring them to reduce each paragraph as it is read to a topic. When the reading is finished, by putting these topics together we have the outlines of the essay. The class now write an essay, original in mode of expression, but strictly conformed to the plan previously evolved. This exercise should be varied by asking them to draw up original outlines on various subjects.

In preparing these outlines, they should be trained to arrange their topics in the order of their relative importance and of their mutual dependence.

“Two terms are next devoted to the analysis and description of characters and persons, real and imaginary”—a wide and varied field—giving scope for the keenest observation and the most delicate analysis, and calling into completest exercise whatever dexterity they may have acquired in the use of language, while forcing upon them some dim consciousness of how much they have still to gain. “It would be interesting could we combine with this some study of the varying methods of different authors in delineating character, and also of the best way to develop the plot of a story; but it would require years of study to explore so wide a field.

“Finally, in his last year, the pupil, cut loose from all assistance, save in the way of criticism and suggestion, is set to write original essays on argumentative and other subjects, selected by himself. Here the great difficulty seems to be that few subjects are worthy the pen of a High-School senior that are also fully within the compass of his understanding. Most productions of this kind show no lack of strong opinions, expressed with much confidence; but they do sometimes reveal a failure to comprehend the subject, or to distinguish clearly the different grounds on which an argument rests.”

Such imperfections—the usual attendants of youth, from their incompleteness of knowledge, their limited views of life, and their crudities of thought—no School training can overcome, though it may do something to soften them. In this, as in all other parts of School training, we can only intend, begin, bring to bear influences, and determine in some degree the direction of development—trusting to life and its stern experiences to execute what we have intended, to complete what we have begun, and to shape, from a vast complex of influences, characters and destinies as diverse as the spirits with which we have to deal.

In Vocal Culture it has been found possible to accomplish much by instruction in small classes; but in Elocution the most effective work has been individual—by directing the pupil to such selections as might counteract his faults of manner, and give him ease and variety of expression; and by so training him on a few pieces in various styles as to inculcate the principles on which all effective delivery must rest. The effectiveness of the work in this department has been shown not more in the quality of the public exercises of the School than in the growing excellence of the weekly rhetorical exercises, and in the eagerness with which the pupils have availed themselves of its advantages.

The proceeds of the entertainment given in Case Hall last May, under the direction of the teacher of this department, procured for the School an excellent piano, much needed in the daily instructions of the Teacher of Music.

The changes made in the School building at the close of the year will provide moderately well for the accommodation of the School during this and the coming year; but, in concluding this report, I would respectfully commend to your attention, and through you to the Board of Education, the desirableness of making early provision for the School at some point more remote from business and nearer to the center of population.

Respectfully submitted,

S. G. WILLIAMS.

### COMMENCEMENT EXERCISES.

The Commencement exercises of the year closing June 30, 1874, are to be specially remembered as given in the immense hall of the Sængerfest building, and for the great concourse present, numbering from eight to ten thousand people—a mass too great to enjoy anything save its own enthusiasm and the

music of a chorus of eighteen hundred of the best trained voices of the Grammar and High Schools. Under the leadership of Mr. Stewart, they sang as one, but the emotions of the multitude were poured out in the mighty volume of sound. Of the spirit of the occasion, which found expression in repeated applause and frequent encore, it would be pleasant to write, but the record found its appropriate place in the papers of the day following. I note it here only as an index to the fuller account to be found in their columns.

The list of the Graduates of the Central High School is to be found in the foregoing report of Dr. Williams.

The following is a list of the

#### GRADUATES OF THE WEST HIGH SCHOOL.

EDWARD CROWL,	LOUISE BENTON,*
CLARENCE HENRY JORDAN,	CARRIE SOLLOWAY LOCKWOOD,
GEORGE LESLIE LAVAYEA.*	MARY MARIA MARVIN,*
ARTHUR HUBBELL PALMER,*	NELLIE MARTHA MOORE,*
RUSSELL KNIGHT PELTON,	HATTIE ESTELLA NELSON,
JENNIE BELL ANDERSON,	ABBIE CONGAR SMITH,

ELLA FLORENCE SPROUL.

The East High School is not represented in the list of Graduates for 1873-4. The cause of the failure is to be sought, of course, in the history of the Schools of East Cleveland so far back as the year 1870, before they became a part of the School system of the city, and even before that School came under its present corps of teachers.

#### NORMAL SCHOOL.

That a Normal School was not long ago established in Cleveland was not because of opposition or indifference upon the part of the Board of Education; it was the result rather of a resolution to make such institution, when established, a homogeneous part of the system already in operation. For

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\* Four Years Course.



several years past we have been laboring to carry out principles of education well enough established in the concurrent judgment of the great masters in the profession, but not so commonly understood as to make it easy to find teachers who could successfully carry them out in practice. To have established a Normal School, and to have selected teachers for it regardless of the doctrines of education which they might hold, or even the lack of any at all, saving such as might have been the growth of ignorant and narrow prejudices—to have established a training department in which the pupil teacher would be trained in methods which we had labored to eradicate from our Schools—would have been a serious blunder indeed, though a blunder not unfrequently committed. Again, though we have aimed to maintain certain principles, and have labored to introduce certain methods of instruction, we have been anxious to avoid the establishment of a fixed routine, a mere mannerism in teaching, under the pretentious name of method ; and, above all, we have struggled to avoid such constraint of the teacher as makes a dreary uniformity the pattern of excellence. As the best education is the development of the faculties of a child, each according to its native power and susceptibility, so the best normal training is that which sets free the native talent of the individual, and makes each one a teacher perfect as may be, but perfect only after her kind. To have established a Normal School which would aim to turn out mere imitators of some admired copy, instead of making masters of the science and art of teaching, would be to wear deep a system of ruts, and to foster a local pride, than which there is no greater enemy to progress. It seemed best, then, to wait till we could make the Normal School a conservatory of principles which we desire to perpetuate, and which are the only true guides to improvement.

A succinct account of the several steps which have been taken toward the establishment of a Normal School in this city will not be out of place.

So long ago as the Fall of 1867, I was instructed to make inquiry whether it would not be advisable to employ a teacher to take charge of a Normal School; but the question being raised whether the Board of Education was competent to establish such a School under the then existing law, further action was deferred till October 21, 1872, when the Committee on Teachers, in conjunction with the Superintendent, were unanimously directed to report a plan for the establishment of the School. The report of the Committee at the next meeting was adopted, and shortly afterwards Mr. Alexander Forbes was elected Principal. In consequence, however, of previous business engagements and of ill health, he thought it best to decline the position.

Two years more now elapsed before the final step was taken, which resulted in the establishment of the School.

The election of Mr. Forbes again as Principal, and the appointment of Miss Kate E. Stephan and Julia E. Berger as training teachers, and the opening of the School at the beginning of the current year, are gratefully recorded as promise of permanency and success.

The conditions of admission, as fixed by the Board, Aug. 10, 1874, are as follows :

Applicants for admission to the Normal School must be—

1. Graduates of the Cleveland City High Schools ; or
2. Persons who hold certificates from the City Board of Examiners ; or
3. Persons who hold certificates from County Boards of Examiners, with at least one School year's experience in teaching.

For non-residents, and residents over twenty-one years of age, the payment of such tuition fees as shall be fixed by this Board.

The scholastic conditions, as fixed in the first three rules, are quite unequal. The conditions of obtaining a teacher's

certificate from our Board of Examiners are considerably lower than the conditions required for graduation from the High Schools; and again, the requirements for a county certificate are considerably lower than for a city certificate. The difference between the first and the last corresponds to from four to five years of study and instruction in our Grammar and High Schools. The standard should be made as high as possible, keeping in mind that if it be put too high the Normal School will not perform the function for which it was established, as a part of our School system, and that, on the other hand, if it be put too low, the standard of our Schools as places of education and culture must proportionally suffer.

In fixing the conditions of admission, much will depend upon the length of the Course of Study exacted. In Cincinnati, Chicago and St. Louis, the time required is two years; the time required in Cleveland is only one year. Our examination for admission must therefore be higher than theirs, or the education of our corps of teachers will, on comparison, soon show itself to our great disparagement.

### GERMAN.

For an account of the progress made in the German Department, I would refer the public to the following Report of Mr. Klemm, the Superintendent of German Instruction.

The time which Mr. Klemm is able to give to this work is inadequate to its extent and importance. The direction of forty teachers, very few of whom have had any professional training, or experience in teaching, saving such as they may have snatched from some temporary engagement, under circumstances little favorable to gaining an insight into the philosophy of education or the acquirement of good methods of instruction—the direction of the work of forty such teachers in a field of labor which, to say the least, has never been thoroughly

mapped out, requires all the time and the best effort of any one to whom the charge of the Department may be given.

## REPORT OF THE SUPERVISING PRINCIPAL OF THE GERMAN DEPARTMENT.

TO ANDREW J. RICKOFF,

*Superintendent of Public Instruction:*

DEAR SIR:—In accordance with your request, I submit to you my Fourth Annual Report in regard to the condition of the German Department in the Public Schools of this city, being for the scholastic year 1873-4.

### STATISTICS.

The Department consisted of 136 classes, of which 74 were Primary, 53 Grammar, and 9 High School classes.

Thirty-six of the Primary classes had daily two hours each (half a day) for German, while the other 38 had but one lesson of forty-five minutes per day. As in the previous year, the latter arrangement was necessary in some buildings, because there were not pupils enough therein to fill a whole class, 40 to 50 being required for that purpose. The number of such cases will gradually decrease as the pupils of lower grades are advanced. All Grammar classes, 53 in number, had one lesson of forty-five minutes daily, except the A and B Grammar grades, which had only four German lessons per week.

Of the whole number of classes there were 59 mixed ones, that is, such as consisted of both German and English speaking pupils; 47 consisted only of German, and 30 only of English speaking pupils.

The number of teachers engaged for instruction in German was 36, (including the three High School teachers.) of whom 20 were class teachers, and 16 special teachers.

The number of pupils engaged in the study of German during 1873-4 was much more than one-third of all the pupils in the Public Schools, or a monthly average of 4,460. The increase over last year is about 1,000 pupils—certainly a very gratifying proof of the popularity which the Department enjoys. In what proportion these 4,460 pupils were distributed in the different districts may be seen in the following tables. All numbers given show the number of pupils *belonging*—not those *enrolled*; the latter would have reached at least 5,200.

TABLE I,  
*Showing the Number of Pupils Studying German, 1873-4.*

SCHOOLS.	FIRST TERM.			SECOND TERM.			THIRD TERM.		
	Ger- mans.	English Pupils.	Total.	Ger- mans.	English Pupils.	Total.	Ger- mans.	English Pupils.	Total.
High Schools...	31	132	163	31	124	155	28	106	134
Rockwell....	186	190	316	208	131	339	200	110	310
St. Clair.....	222	114	336	206	109	315	225	96	321
Case .....	133	7	140	143	8	151	165	11	176
Bolton .....	15	168	183	17	159	176	17	134	151
Mayflower .....	499	127	626	507	141	648	482	128	610
Willson.....	67	90	157	61	90	151	53	88	141
Sterling .....	267	228	495	261	220	481	228	212	440
Brownell .....	385	222	607	383	194	577	382	194	576
Sked and Marion .....							13	2	15
Eagle .....	153	38	191	162	37	199	159	29	188
Kentucky .....	48	165	213	48	156	204	39	137	176
Orchard .....	451	62	513	410	58	468	378	52	430
Hicks .....	89	83	172	72	93	165	69	96	167
Wade .....	169	46	215	152	40	192	245	43	288
Tremont.....	194	63	257	160	63	223	148	61	209
Total in 1873-4..	2909	1675	4584	2831	1623	4444	2831	1501	4332
Total in 1872-3.	2479	1187	3666	2536	1142	3678	2417	1046	3463
Total in 1871-2..	2250	1176	3426	2219	1164	3383	2194	1001	3195
Total in 1870-1.....			1680			1680			1680

TABLE II,

*Showing the Number of Boys and Girls Studying German, 1873-4.*

SCHOOLS.	FIRST TERM.			SECOND TERM.			THIRD TERM.			No. of T'ch'rs.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
High Schools ..	80...	88...	168	79...	74...	153	64...	70...	134	3
Rockwell.....	139...	177...	316	155...	184...	339	145...	165...	310	3
St. Clair.....	171...	165...	336	163...	152...	315	167...	154...	321	2
Case .....	88...	52...	140	100...	51...	151	108...	68...	176	1
Bolton.....	98...	85...	183	97...	79...	176	81...	70...	151	1
Mayflower.....	309...	317...	626	345...	303...	648	313...	297...	610	5
Willson .....	90...	67...	157	86...	65...	151	74...	67...	141	1
Sterling .....	281...	214...	495	266...	215...	481	248...	192...	440	4
Brownell .....	307...	300...	607	291...	286...	577	285...	291...	576	3½
Sked & Marion. ....							4...	11...	15	½
Eagle .....	93...	98...	191	102...	97...	199	99...	99...	198	1½
Kentucky .....	94...	119...	213	90...	114...	204	78...	98...	176	1
Orchard .....	270...	243...	513	245...	223...	468	220...	210...	430	3½
Hicks .....	91...	81...	172	89...	78...	161	86...	81...	167	1½
Wade .....	117...	98...	215	99...	93...	192	140...	148...	288	2½
Tremont .....	128...	129...	257	111...	112...	223	104...	105...	209	2
Totals.....	2356	2228	4584	2318	2126	4444	2216	2136	4352	35½

In October, 1873, German was introduced into the Primary and Grammar grades of the Central School, in what was formerly called East Cleveland, in consequence of a permit granted by the Board of Education, which had been petitioned by citizens residing in the neighborhood of that School; and the fact that 183 pupils made use of the opportunity in the first month proves that the introduction was fully justified.

## EFFORTS FOR UNIFORMITY.

My duties as Acting Principal of the Central High School during last Winter, made necessary by the long-protracted illness of the Principal, Dr. S. G. Williams, prevented me from

visiting the German classes for almost five months. It is therefore out of the question to say much about the efforts made by our German teachers for the purpose of bringing the classes of like grades on a level with one another. Only allow me to say that it will remain "Sisyphus-work" as long as children are permitted to enter the German Department at any time. Some remedy must be found to obviate the difficulty, lest the very laudable efforts of our teachers be paralyzed, and a degeneration of the whole Department be the result.

Allow me to suggest—(1) That all pupils of German parentage be considered *bona fide* pupils of the German Department; (2) That it be made a rule for children of English speaking parentage to either commence the study of German in B Primary or in D Grammar, provided their parents wish them to take it up at all. They should not be allowed to enter the German classes at any later time, except by special permit of the authorities. Otherwise all arrangements in the classes are upset by these new beginners, the progress of the class checked, and a dissatisfaction on the part of those who are thus held back, acting like mildew, smothers all enthusiasm for the study. My last three reports have set forth these difficulties very distinctly, and year after year the teachers have hoped that our authorities would pass an order regulating the admission into the German Department. The fact that nothing as yet has been done to obviate the difficulty complained of causes me to make the above suggestions.

#### COST OF THE DEPARTMENT.

In obedience to your request, I submitted to you a statement of the exact cost of the Department last month, which was made out on the basis of statistics for September, 1874. Allow me to give a *résumé* of this special report:

The number of pupils studying German in the Primary and Grammar grades was 4,968. Of these 2,456 were taught by

special teachers, whose compensation amounted to \$12,120, (cost of supervision included,) or \$4.61 per child.

The other 2,512 pupils were taught by class teachers, who devote on an average three-fifths of their time to German. Three-fifths of their salaries amount to \$6,680, which is \$2.65 per child.

But since the class teachers cause no extra expense, (for if we did not have them, English speaking teachers would take their places, and would have to be paid,) it is just to charge the German Department only with what it costs extra, that is, outside of the salaries of the regular class teachers. Considering this the just and proper way to find the "Cost of the Department," we see that the expense with which the community is charged for teaching German is \$2.44 per child.

This certainly is a very gratifying answer, and gives great credit to the gentlemen who have so wisely managed the slow but successful introduction of German into our Schools.

#### RESULTS.

What was said two years ago about the success of our teachers could be repeated word for word to-day, without fear of saying too much. Indeed, numbers may speak in order to convince those people who are under the impression that the study of German retards the progress of the pupils in English.

Of 254 pupils in A Grammar who were examined for admission to the High Schools, there were 115 who had pursued the study of German for one, two or three years. Of these 115 only 7 failed (6%). Of the remaining 139 pupils 25 failed (18%). The seven who had studied German and failed did *not* fail in Grammar, but in Arithmetic. Comment is unnecessary.

Respectfully submitted,

L. KLEMM.

CLEVELAND, O., Oct. 1, 1874.



## CONCLUSION.

I had prepared other matter for this report, especially in regard to our scheme of supervision and to the work of the general teachers of Drawing, Penmanship and Music; but a delay of several months in getting out the financial statement of the Secretary of the Board has determined me to restrict this document to such material only as seems essential to a permanent record of the work of the year 1873-4. It has been my purpose to preserve in its usual form all the statistics that may be desirable for future reference, rather than to present anything of current interest.

It is not fitting, however, to close the report of a year which was somewhat remarkable for the struggle which was made by almost the whole corps of teachers for improvement in methods of instruction, in modes of government, and in every particular affecting the highest interests of the Schools. There were more frequent meetings of teachers than had been previously held, both voluntary and at the call of the Superintendent. The voluntary meetings held every week for instruction in Drawing, Music and Penmanship, were attended by more than a hundred teachers throughout the entire year, and at the called meetings the attendance was as good as in the daily work of the Schools.

Nor should I omit to mention with gratitude the universal harmony which prevailed among the teachers, and between them and all who had any part in the management of the Schools. Were the exactions of a position in our Schools slight, if a perfunctory discharge of duty were sufficient to secure permanency, an easy-going good nature might be expected; but it is certainly good cause for congratulation that those who are already heavily burdened receive the additional load as if in sympathy with those who place it on their shoulders.

Respectfully submitted,

ANDREW J. RICKOFF.

*Superintendent of Instruction.*

# Statistical Tables.

TABLE I.  
Showing the Number of Teachers Employed, the Cost of Instruction, and the Enrollment and Attendance of Pupils for the Year ending  
June 26, 1874.

SCHOOLS.	AVERAGE NUMBER OF TEACHERS.			COST OF INSTRUCTION.	BOYS.			GIRLS.			TOTAL BOYS AND GIRLS.		
	Special German.		Class Teachers.		Number Registered.	Average Number Belonging.	Average Daily Attendance.	Number Registered.	Average Number Belonging.	Average Daily Attendance.	Number Registered.	Average Number Belonging.	Average Daily Attendance.
	Males.	Females.	Males.										
Rockwell	.	2.	.	617	399.9	376.1	631	428.6	401.	1248	838.5	777.1	
St. Clair	1.	.	16.	580	407.	383.9	523	373.	351.2	1103	780.	735.1	
Alabama	.	.	3.3	160	94.7	87.6	139	82.6	76.5	299	177.3	164.1	
Case	.	1.	8.2	378	270.2	253.8	322	214.3	201.1	700	484.5	454.9	
Sterling	2.	.	20.6	727	538.7	511.4	679	495.	467.5	1406	1033.7	978.9	
Mayflower	1.	.	21.3	742	579.6	553.6	728	563.8	534.7	1470	1143.4	1088.3	
Willson	.	1.	8.7	438	256.1	241.2	405	245.9	228.1	843	502.	469.3	
Warren	.	.	6.2	288	184.4	170.9	262	158.3	143.6	550	342.7	314.5	
Brownell	1.	1.	21.5	652	510.8	488.2	708	540.5	516.	1360	1031.3	1004.2	
Eagle	.	.	9.2	344	288.4	212.3	354	241.3	224.3	698	469.7	436.6	
Kentucky	1.	.	13.	375	272.3	260.4	446	331.7	315.9	821	604.	576.3	
Hicks	1.	.	9.3	341	232.3	217.9	372	262.3	245.6	713	494.6	463.5	
Washington	.	.	9.3	440	281.5	259.4	358	229.6	211.8	798	511.1	471.2	
Orchard	.	.	5	724	466.6	434.	665	411.9	380.4	1389	878.5	814.4	
Waide (including Walton)	-5	.	17.4	359	219.4	207.2	312	193.6	181.4	671	413.	388.6	
Tremont	-3	.	7.4	381	253.	238.	312	193.6	181.4	671	413.	388.6	
Bolton	1.	1.	11.3	171	120.4	114.2	166	117.8	110.7	337	238.2	224.9	
East Madison	.	.	5.	61	34.8	33.	64	34.9	31.8	125	69.7	64.8	
Euclid	.	.	2.	81	53.	49.4	74	50.7	47.	155	103.7	96.4	

Dunham	1.	450 00	20	19.6	18.5	24	15.8	15.1	53	35.4	33.6
Chawford	1.	410 00	28	14.8	12.9	25	15.0	14.2	53	30.4	27.1
Doan	3.	1,380 00	107	67.8	63.1	109	75.5	69.3	210	143.3	132.4
Garden	2.5	1,125 00	118	62.2	58.1	96	46.4	41.7	214	108.6	99.8
Quincy	1.5	720 00	55	36.	34.1	71	44.1	40.4	126	80.1	74.5
Woodland	2.	1,050 00	64	40.5	37.8	60	31.2	28.	124	71.7	65.8
Kinsman	1.	497 50	50	26.9	24.9	46	24.6	22.5	96	51.5	47.4
Union Mills	1.	550 00	49	23.9	20.4	49	23.1	18.8	98	47.	39.2
Clark	2.4	1,115 00	114	71.2	65.3	121	73.8	66.9	235	145.	133.2
Meyer	1.3	480 00	75	30.9	28.9	80	36.4	33.3	155	67.3	62.2
Ridge	1.	497 50	39	21.9	19.6	30	12.3	10.2	69	34.2	29.8
Gorton	.3	116 00	38	8.9	8.4	47	11.4	10.7	85	20.3	19.1
Total Gram. & Primary.	7.8	141,804 62	8625	5827.7	5484.5	8404	5662.4	5297.6	17029	11490.1	10782.1
Central High School	6.	13,543 00	123	109.	105.9	184	163.2	155.3	307	272.2	261.2
West High School	2.6	7,854 50	59	49.9	47.6	59	47.5	45.	118	97.4	92.6
East High School	1.	4,500 00	29	23.7	23.4	29	24.	22.4	58	47.7	45.8
Total High Schools	7.6	25,897 50	211	182.6	176.9	272	234.7	222.7	483	417.3	399.6
Total	7.8	\$167,702 12	8836	6010.3	5661.4	8676	5897.1	5520.3	17512	11907.4	11181.7

# EIGHTEENTH WARD, (NEWBURGH), Annexed to City in April, 1874—Estimated from Reports of Last Two Months.

Walnut	8.	* \$1,575 00	216	134.	120.	272	167.	151.	488	301.	271.
North	7.	900 00	256	171.	160.	262	184.	169.	518	355.	329.
Charter Oak	2.	240 00	54	39.	36.	62	38.	35.	116	77.	71.
Independence	1.	90 00	39	10.	8.	24	5.	3.	63	15.	11.
Union Mills †	1.	127 50	43	34.	29.	41	28.	24.	84	62.	53.
Total	19.	2,932 50	608	388.	353.	661	422.	382.	1269	810.	735.
Total (including Newburgh)	7.8	\$170,634 62†	9444	6398.3	6014.4	9337	6319.1	5902.3	18781	12717.4	11916.7

\* For the last three months of the year.

† A part of this School reported to the Board of Education in the Township of Newburgh till time of annexation in April.

‡ To the Cost of Instruction, as hers exhibited for the several Schools, should be added the Cost of Supervision, \$11,682 91, and of Special Instruction in Music, Drawing, Penmanship and Gymnastics, \$7,912.50, making the Total Cost of Instruction and Supervision, \$190,200.08.

TABLE II,  
*Showing Time of Continuance in School.*

SCHOOLS.	BOYS AND GIRLS.												Total Number Registered.
	Less than Two Months.	Per Cent. of the Whole Number Registered.	Two and Less than Four.	Per Cent.	Four and Less than Six.	Per Cent.	Six and Less than Eight.	Per Cent.	Eight and Less than Ten.	Per Cent.	The Entire Year.	Per Cent.	
Rockwell . . . . .	150	12.0	222	17.8	162	12.9	163	13.1	245	19.7	306	24.5	1248
St. Clair . . . . .	132	12.0	157	14.2	126	11.4	129	11.7	236	21.4	323	29.3	1103
Alabama . . . . .	49	16.4	75	25.1	27	9.0	32	10.7	69	23.1	47	15.7	299
Case . . . . .	98	14.0	105	15.0	62	8.9	87	12.4	166	23.7	182	26.0	700
Sterling . . . . .	144	10.2	199	14.2	111	7.9	135	9.6	360	25.6	457	32.5	1406
Mayflower . . . . .	137	9.3	155	10.6	104	7.1	149	10.1	326	22.1	599	40.8	1470
Willson . . . . .	166	19.7	155	18.4	94	11.1	109	12.9	186	22.1	133	15.8	843
Warren . . . . .	65	11.8	100	18.1	121	22.0	70	12.7	78	14.1	116	21.1	550
Brownell . . . . .	113	8.3	146	10.8	105	7.7	137	10.1	328	24.1	531	39.0	1360
Eagle . . . . .	99	14.2	109	15.6	80	11.5	63	9.0	159	22.8	188	26.9	698
Kentucky . . . . .	83	10.1	102	12.4	78	9.5	88	10.8	254	31.0	216	26.2	821
Hicks . . . . .	75	10.6	127	17.8	54	7.6	85	11.8	174	24.4	198	27.8	713
Washington . . . . .	127	15.9	141	17.7	86	10.8	102	12.8	222	27.8	120	15.0	798
Orchard . . . . .	196	14.1	262	18.9	131	9.4	238	17.1	345	24.9	217	15.6	1389

Wash. (including Walton)	113	16.9	147	21.9	78	11.6	86	12.8	95	11.2	152	22.6	671
Tremont	128	15.6	141	17.2	81	9.9	104	12.7	150	10.1	209	25.5	819
Bolton	58	17.0	31	9.0	25	7.0	48	15.0	71	21.0	104	31.0	337
East Madison	23	18.4	37	29.6	12	9.6	7	5.6	32	25.6	14	11.2	125
Euclid	20	12.9	25	16.1	16	10.3	28	18.1	26	16.8	40	25.8	155
Dunham	4	7.5	12	22.7	3	5.7	8	15.1	25	47.1	1	1.9	53
Crawford	9	17.0	12	22.0	4	8.0	12	23.0	16	30.0			53
Doan	26	12.0	38	18.0	28	13.0	49	22.0	45	21.0	30	14.0	216
Garden	49	22.9	57	26.6	22	10.3	29	13.5	38	17.8	19	8.9	214
Quincy	23	18.3	25	19.8	14	11.1	45	35.7			19	15.1	126
Woodland	20	16.1	31	25.0	16	12.9	15	12.1	29	23.4	13	10.5	124
Kinsman	18	18.8	24	25.0	15	15.6	14	14.6	17	17.7	8	8.3	96
Union Mills	23	23.4	28	28.5	16	16.4	8	8.2	19	19.4	4	4.1	98
Clark	38	16.2	38	16.2	34	14.4	34	14.4	75	31.9	16	6.9	235
Meyer	73	47.1	14	9.0	21	13.5	13	8.5	25	16.1	9	5.8	155
Ridge	24	34.8	7	10.1	14	20.3	12	17.4	12	17.4			69
Gordon	22	25.8	63	74.2									85
Total Grammar and Primary,	2305	14.5	2785	16.3	1740	10.2	2099	12.3	3829	22.4	4271	24.5	17029
Central High School	11	.034	15	.05	8	.024	23	.074	41	.134	209	68.0	307
West High School	9	7.6	9	7.6	7	6.0	10	8.5	32	27.1	51	43.2	118
East High School	1	2.0	4	7.0	5	8.0	10	17.0	11	19.0	27	47.0	58
Total High Schools	21	4.3	28	5.7	20	4.07	43	8.9	84	17.3	287	59.4	483
Grand Total	2326	13.2	2813	16.06	1760	10.05	2142	12.2	3913	22.3	558	26.02	17512

TABLE III,  
*Showing the Degree of Regularity and Irregularity in Daily Attendance.*

SCHOOLS.	BOYS AND GIRLS.												
	Never Absent.	Per Cent. of the Whole Number Registered.	Absent Less than One-Half Day per Week.	Per Cent. of the Whole Number Registered.	Absent One-Half Day and Less than One Day per Week.	Per Cent. of the Whole Number Registered.	Absent One and Less than Two Days per Week.	Per Cent. of the Whole Number Registered.	Absent Two and Less than Three Days per Week.	Per Cent. of the Whole Number Registered.	Absent More than Three Days per Week.	Per Cent. of the Whole Number Registered.	Total Number Registered.
Rockwell . . . . .	88	7.1	805	64.5	259	20.8	74	5.9	20	1.6	2	.1	1248
St. Clair . . . . .	80	7.2	753	68.3	183	16.6	70	6.3	13	1.2	4	.4	1103
Alabama . . . . .	14	4.7	174	58.2	65	21.7	39	13.1	6	2.0	1	.3	299
Case . . . . .	29	4.1	473	67.6	123	17.6	60	8.6	9	1.2	6	.9	700
Sterling . . . . .	68	4.9	1060	75.4	161	11.4	80	5.7	26	1.8	11	.8	1406
Mayflower . . . . .	88	6.1	1111	75.6	195	13.1	61	4.2	12	.8	3	.2	1470
Willson . . . . .	69	8.2	533	63.2	146	17.3	64	7.6	21	2.5	10	1.2	843
Warren . . . . .	16	2.9	318	57.8	145	26.3	59	5.2	12	2.1	. . .	. . .	550
Brownell . . . . .	95	7.0	1056	77.7	154	11.3	46	3.4	9	.6	. . .	. . .	1360
Eagle . . . . .	13	1.9	452	64.8	163	23.3	53	7.6	8	1.1	9	1.3	698
Kentucky . . . . .	59	7.2	610	74.3	119	14.5	25	3.1	6	.7	2	.2	821
Hicks . . . . .	31	4.4	462	64.8	151	21.2	50	7.0	13	1.7	6	.9	713
Washington . . . . .	63	7.8	440	55.1	176	22.2	89	11.2	23	2.9	7	.8	798
Orchard . . . . .	65	4.7	829	59.7	307	22.1	127	9.1	41	3.0	20	1.4	1389

Wade (including Walton)														78	11.6	408	60.8	122	18.2	47	7.1	7	1.0	9	1.3	6,1
Fremont . . . . .	45	5.5	504	61.6	157	19.1	78	9.5	27	3.3	8	1.0	810													
Holton . . . . .	37	11.0	250	74.0	37	11.0	12	4.0	1	.2	. . .	. . .	337													
East Madison . . . . .	6	4.8	72	57.6	32	25.6	11	8.8	4	3.2	. . .	. . .	125													
Euclid . . . . .	6	3.9	93	60.0	37	23.9	12	7.7	5	3.2	2	1.3	155													
Dunham . . . . .	3	5.7	39	73.6	9	16.9	2	3.8	. . .	. . .	. . .	. . .	53													
Crawford . . . . .	1	2.0	16	30.0	22	41.0	13	25.0	1	2.0	. . .	. . .	55													
Doan . . . . .	8	4.0	132	61.0	51	23.0	23	11.0	1	.5	1	.5	216													
Garden . . . . .	5	2.3	126	58.9	54	25.2	28	13.1	1	.5	. . .	. . .	214													
Quincy . . . . .	8	6.4	71	56.4	34	26.9	12	9.5	1	.8	. . .	. . .	126													
Woodland . . . . .	8	6.5	66	53.2	33	26.6	15	12.1	2	1.6	. . .	. . .	124													
Kinsman . . . . .	2	2.1	53	55.2	29	30.2	11	11.4	1	1.1	. . .	. . .	96													
Union Mills . . . . .	3	3.0	23	23.5	24	24.5	24	24.5	14	14.3	10	10.2	98													
Clark . . . . .	9	3.8	120	51.1	58	24.7	34	14.4	8	3.4	6	2.6	235													
Meyer . . . . .	51	33.0	70	45.2	28	18.0	3	1.9	. . .	. . .	3	1.9	155													
Ridge . . . . .	4	6.0	15	21.8	22	32.8	20	29.0	7	10.2	1	.2	69													
Gordon . . . . .	21	24.8	33	38.8	18	21.2	10	11.7	3	3.5	. . .	. . .	85													
Total Grammar and Primary Schools,	1073	6.3	11167	65.5	3114	18.2	1252	7.3	302	1.7	121	.7	17029													
Central High School . . . . .	47	15.0	221	72.0	29	9.5	9	3.0	1	.3	. . .	. . .	307													
West High School . . . . .	11	9.3	80	67.8	22	18.6	4	3.3	1	.6	. . .	. . .	118													
East High School . . . . .	8	14.0	42	73.0	6	10.0	2	3.9	. . .	. . .	. . .	. . .	58													
Total High Schools . . . . .	66	13.6	343	71.0	57	11.8	15	3.1	2	.4	. . .	. . .	483													
Grand Total . . . . .	1139	6.5	11510	66.2	3171	18.1	1267	7.2	304	1.7	121	.6	17512													



TABLE IV,  
*Showing the Ages of Pupils in the Public Schools.*

SCHOOLS.	AGES AT LAST BIRTH-DAY.																Total Number Registered.
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Rockwell . . . . .	213	151	121	125	125	119	141	109	84	49	7	. . .	. . .	4	. . .	. . .	1248
St. Clair . . . . .	212	144	106	97	122	120	120	94	47	31	9	1	. . .	. . .	. . .	. . .	1103
Alabama . . . . .	107	55	53	36	20	14	10	3	1	. . .	. . .	. . .	. . .	. . .	. . .	. . .	299
Case . . . . .	221	87	92	82	66	64	47	26	13	2	. . .	. . .	. . .	. . .	. . .	. . .	700
Sterling . . . . .	233	143	178	146	159	114	139	104	95	58	23	12	1	1	. . .	. . .	1406
Mayflower . . . . .	292	174	207	173	163	130	162	82	45	32	9	1	. . .	. . .	. . .	. . .	1470
Willson . . . . .	229	125	112	102	93	79	55	24	14	7	1	1	. . .	1	. . .	. . .	843
Warren . . . . .	181	79	76	62	62	35	26	18	6	4	1	. . .	. . .	. . .	. . .	. . .	550
Brownell . . . . .	178	124	138	137	119	147	170	149	94	60	33	6	5	. . .	. . .	. . .	1360
Eagle . . . . .	167	119	118	97	69	43	46	22	13	1	2	. . .	1	. . .	. . .	. . .	698
Kentucky . . . . .	134	52	50	51	53	52	95	96	130	73	26	7	2	. . .	. . .	. . .	821
Hicks . . . . .	148	88	103	78	71	64	65	59	28	8	1	. . .	. . .	. . .	. . .	. . .	713
Washington . . . . .	183	117	78	78	97	75	70	51	28	16	5	. . .	. . .	. . .	. . .	. . .	798
Orchard . . . . .	331	152	143	173	167	145	128	96	35	14	4	1	. . .	. . .	. . .	. . .	1389
Wade (including Walton)	193	113	76	82	62	57	51	26	5	4	2	. . .	. . .	. . .	. . .	. . .	671
Tremont . . . . .	248	114	97	85	78	59	55	37	28	13	3	1	1	. . .	. . .	. . .	819
Bolton . . . . .	. . .	. . .	6	14	32	33	65	62	62	33	20	6	3	1	. . .	. . .	337
East Madison . . . . .	36	12	23	15	12	6	12	5	3	1	. . .	. . .	. . .	. . .	. . .	. . .	125

	30	31	29	23	17	6	10	2	1	155
Euclid	13	15	11	7	3	2	1	1		53
Dunham	12	12	7	10	5	2	3	1		53
Crawford	41	40	43	24	28	14	9	4	12	216
Donn	64	33	28	33	24	13	14	5		214
Garden	42	27	12	21	7	7	7	3		126
Quincy	27	14	10	19	16	10	13	5	3	124
Woodland	29	15	13	11	11	7	5	4	1	96
Kinsman	51	15	14	10	5	1	1	1		98
Union Mills	79	43	48	25	18	13	6	2	1	235
Clark	66	30	29	16	10	2	2			155
Meyer	15	7	12	5	9	5	5	6	4	69
Ridge	39	20	15	4	7					85
Gordon										
Walnut										
North										
Charter Oak	277	156	148	133	126	104	112	81	60	1269
Independence										
Union Mills										
Total Gram. & Primary	4091	2307	2196	1974	1856	1542	1651	1178	816	18208
Central High School							3	17	41	
West High School								6	13	
East High School							1	1	6	
Total High Schools							4	24	60	483
Grand Total	4091	2307	2196	1974	1856	1542	1655	1202	876	18781

TABLE V.

*Showing the Number Registered in Each Class of the Grammar and High Schools; the Number of the Same Remaining at the Close of the Year; the Number Promoted at the Annual Examinations, and the Number Promoted through the Year.*

SCHOOLS.	A GRAMMAR.				B GRAMMAR.				C GRAMMAR.				D GRAMMAR.			
	Number Registered.	Number Remaining at End of the Year.	Number Promoted at An. Examinat'n.	Number Promoted Thro' the Year.	Number Registered.	Number Remaining at End of the Year.	Number Promoted at An. Examinat'n.	Number Promoted Thro' the Year.	Number Registered.	Number Remaining at End of the Year.	Number Promoted at An. Examinat'n.	Number Promoted Thro' the Year.	Number Registered.	Number Remaining at End of the Year.	Number Promoted at An. Examinat'n.	Number Promoted Thro' the Year.
Rockwell. . . . .	46	25	25	0	60	36	31	0	112	78	64	0	111	89	73	0
St. Clair . . . . .	37	30	29	0	44	34	32	0	103	69	64	0	97	71	62	0
Alabama . . . . .																
Case . . . . .													59	35	35	0
Sterling . . . . .	76	53	49	0	95	81	77	0	103	80	68	1	118	88	73	1
Mayflower . . . . .					67	56	52	0	108	77	50	1	116	84	68	1
Willson . . . . .													62	38	26	0
Warren . . . . .													14	8	7	0
Brownell . . . . .	50	38	35	0	109	81	59	1	121	89	78	2	165	109	78	1
Eagle . . . . .																
Kentucky . . . . .	93	75	61	2	158	113	98	0	124	81	63	0	52	36	33	2
Hicks . . . . .									71	48	32	0	61	39	25	1
Washington . . . . .													76	46	41	0
Orchard . . . . .									76	45	32	0	72	46	24	1

Wade (incl. Og. Walton)	38	27	21	0	25	18	14	0	15	10	7	0	49	30	27	0
Tremont . . . . .																
Bolton . . . . .																
East Madison . . . . .																
Euclid . . . . .																
Dunham . . . . .																
Crawford . . . . .																
Doan . . . . .																
Garden . . . . .																
Quincy . . . . .																
Woodland . . . . .																
Kinsman . . . . .																
Union Mills . . . . .																
Clark . . . . .																
Meyer . . . . .																
Ridge . . . . .																
Gordon . . . . .																
House of Refuge . . . . .																
Total Primary . . . . .	340	248	220	2	620	456	396	1	897	624	490	4	1226	841	661	7
Central High School . . . . .	19	19	19	0	53	46	44	0	95	73	68	0	140	109	88	0
West High School . . . . .	6	6	6	0	19	15	15	1	29	17	15	0	64	52	42	0
East High School . . . . .					12	9	9	0	18	13	13	0	28	22	20	0
Total High Schools . . . . .	25	25	25	0	84	70	68	1	142	103	96	0	232	183	150	0

TABLE VI,

*Showing the Number of Pupils Registered in Each Class of the Primary Departments; the Number Remaining in Each at the Close of the Year; the Number Promoted at the Annual Examinations in June, and Number Promoted through the Year.*

SCHOOLS.	A PRIMARY.				B PRIMARY.				C PRIMARY.				D PRIMARY.			
	Number Registered.	Number Remaining at End of the Year.	Number Promoted at An. Examinat'n.	Number Promoted Thro' the Year.	Number Registered.	Number Remaining at End of the Year.	Number Promoted at An. Examinat'n.	Number Promoted Thro' the Year.	Number Registered.	Number Remaining at End of the Year.	Number Promoted at An. Examinat'n.	Number Promoted Thro' the Year.	Number Registered.	Number Remaining at End of the Year.	Number Promoted at An. Examinat'n.	Number Promoted Thro' the Year.
Rockwell. . . . .	128	81	77	1	194	171	114	0	223	99	76	66	374	223	102	7
St. Clair . . . . .	141	87	88	0	163	144	94	1	193	147	71	40	325	142	61	65
Alabama . . . . .					64	40	39	0	64	42	30	0	171	114	41	2
Case . . . . .	107	76	52	0	109	73	58	0	118	92	86	1	307	238	116	5
Sterling . . . . .	200	148	114	1	222	165	145	1	214	164	141	0	378	281	126	6
Mayflower . . . . .	184	127	111	0	224	170	153	0	298	236	205	3	473	366	192	6
Willson . . . . .	137	91	65	0	104	63	31	0	213	167	114	0	327	193	70	36
Warren. . . . .	39	23	20	0	77	34	32	0	96	78	48	0	324	217	61	23
Brownell . . . . .	210	132	94	1	229	191	149	3	203	162	135	2	273	211	128	1
Eagle . . . . .	105	75	52	0	130	90	75	2	143	96	82	0	320	221	106	1
Kentucky . . . . .	68	52	48	3	74	62	59	0	61	44	44	0	191	132	92	0
Hicks . . . . .	107	68	48	0	100	72	70	0	123	108	73	0	251	155	85	25

Washington . . . . .	118	104	62	0	133	66	53	31	145	129	61	0	326	196	61	31
Orchard . . . . .	210	121	97	0	293	176	132	0	231	150	110	32	507	340	115	27
Wade (incl'g Walton)	79	43	24	2	83	49	40	3	139	111	93	0	316	247	88	1
Tremont . . . . .	86	65	52	0	117	81	75	2	156	118	66	0	371	231	119	41
Bolton . . . . .	76	30	25	0												
East Madison . . . . .	28	12	8	0	23	15	6	0	23	11	9	1	51	38	19	0
Euclid . . . . .	27	18	16	0	38	24	20	0	30	24	24	0	60	38	16	0
Dunham . . . . .					16	10	8	0	11	9	5	0	26	21	14	0
Crawford . . . . .					10	4	4	0	19	9	7	0	24	11	10	0
Doan . . . . .	46	23	22	0	49	32	28	0	45	31	27	0	76	50	45	0
Garden . . . . .	29	15	9	0	35	17	15	0	37	17	17	0	113	56	28	0
Quincy . . . . .					7	7	7	0	30	21	21	4	89	56	33	0
Woodland . . . . .	25	14	9	0	16	8	7	0	27	18	15	0	43	31	13	0
Kinsman . . . . .					32	14	7	0	19	13	9	0	45	29	14	0
Union Mills . . . . .													98	58	24	0
Clark . . . . .													235	146	76	0
Meyer . . . . .	11				13				17				114	78	25	0
Ridge . . . . .	10	8	3	0	15	9	6	0	10	6	2	0	24	15	4	0
Gordon . . . . .													85	72	18	0
Total Primary . . . . .	2171	1413	1096	8	2570	1787	1427	43	2888	2102	1571	149	6317	4206	1902	277

TABLE VII,

Showing the Number of Pupils Registered in the Several Classes of the Grammar and Primary Departments, and the Average Ages of the Respective Classes.

SCHOOLS.	GRAMMAR.								PRIMARY.								Average Age of Pupils of the Grammar and Primary Departments.		
	Number Registered in Class A, Eighth Year.	Average Age.	Number Registered in Class B, Seventh Year.	Average Age.	Number Registered in Class C, Sixth Year.	Average Age.	Number Registered in Class D, Fifth Year.	Average Age.	Total Grammar.	Number Registered in Class A, Fourth Year.	Average Age.	Number Registered in Class B, Third Year.	Average Age.	Number Registered in Class C, Second Year.	Average Age.	Number Registered in Class D, First Year.		Average Age.	Total Primary.
Rockwell.	46	14.0	55	13.6	116	12.8	113	12.2	330	125	11.1	254	10.2	171	8.2	368	6.8	918	9.7
St. Clair.	37	13.9	44	13.2	102	12.5	98	11.9	281	141	11.0	199	9.7	203	8.0	279	6.6	822	9.5
Alabama.												63	9.7	67	8.4	169	6.6	299	7.7
Case.							58	11.8	58	105	10.9	111	9.6	120	8.1	306	6.6	642	8.4
Sterling.	70	14.4	101	13.9	104	12.9	111	11.9	386	197	11.1	227	9.6	223	8.5	373	6.7	1020	9.8
Mayflower.			67	13.2	105	12.9	116	11.8	288	184	10.8	229	9.8	298	8.4	471	6.7	1182	9.2
Willson.							61	12.0	61	138	10.8	101	10.0	252	8.1	291	6.4	782	8.5
Warren.							13	12.0	13	41	11.3	77	10.5	108	8.8	311	6.8	537	8.2
Brownell.	48	14.4	106	13.8	125	13.6	162	12.3	441	194	11.4	247	9.9	204	8.3	274	6.5	919	10.3
Eagle.										107	11.1	128	10.1	142	8.5	321	6.8	698	8.4
Kentucky.	92	14.5	159	13.7	123	13.0	55	12.8	429	62	10.8	78	9.5	61	8.5	191	6.5	392	10.9
Hicks.					67	13.0	57	11.7	124	113	11.0	101	9.8	148	8.4	227	6.6	580	8.8

Washington	70	12.3	48	207	11.1	289	10.0	244	8.7	501	6.7	1241	9.0
Orchard	56	12.0	56	80	10.9	78	9.9	139	8.5	318	6.7	615	8.4
Wade (including Walton)	25	13.3	15	12.8	49	12.0	89	85	11.4	116	10.0	158	8.4
Tremont	36	14.6	63	14.2	66	13.1	93	12.4	258	79	11.0	22	8.4
Bolton	28	11.5	39	9.4	30	7.8	60	7.0	155	8.4			
East Madison	16	9.4	11	7.8	26	7.1	53	7.9					
Euclid	10	10.6	19	8.9	24	6.7	53	8.2					
Dunham	46	11.5	49	9.5	46	8.1	75	6.6					
Crawford	29	10.7	35	9.8	37	9.3	113	6.4					
Doan	11	10.5	26	9.4	89	7.1	126	7.8					
Garden	13	13.1	16	10.4	27	8.6	43	6.9					
Quincy	32	10.5	19	8.5	45	6.6	96	8.3					
Woodland	98	7.1	235	7.7	335	7.7	235	7.7					
Kinsman	11	9.4	13	8.5	17	7.7	114	6.8					
Union Mills	10	12.6	15	9.4	10	9.5	24	6.6					
Clark	85	7.0	85	7.0	85	7.0	85	7.0					
Meyer	620	13.7	899	13.0	1207	12.1	3055	2186	11.1	2663	9.9	2976	8.4
Ridge	6149	6.7	13974	9.2	6149	6.7	13974	9.2					
Gordon	329	14.4	620	13.7	899	13.0	1207	12.1	3055	2186	11.1	2663	9.9
Total Grammar and Primary	19	17.7	53	17.0	95	15.9	140	15.1	307	15.8			
Central High School	5	17.7	20	17.2	29	15.7	64	15.2	118	15.8			
West High School	12	15.8	18	16.2	28	15.8	58	15.9					
East High School	24	17.7	85	16.9	142	15.9	232	15.2	483	15.8			
Total High Schools													



TABLE VIII,  
Showing the Average Number Belonging for Each Month of the School Year ending June 26, 1874.

SCHOOLS.	FIRST TERM.				SECOND TERM.			THIRD TERM.		
	Month Ending September 26, 1873.	Month Ending October 24, 1873.	Month Ending November 21, 1873.	Month Ending December 19, 1873.	Month Ending January 30, 1874.	Month Ending February 27, 1874.	Month Ending March 27, 1874.	Month Ending May 1, 1874.	Month Ending May 26, 1874.	Month Ending June 26, 1874.
Rockwell . . . . .	816.2	853.2	856.8	841.8	857.8	824.6	803.6	876.8	844.3	798.8
St. Clair . . . . .	787.3	800.8	804.1	804.1	804.5	795.4	764.8	760.2	749.1	730.7
Alabama . . . . .	167.4	170.0	166.3	162.5	161.5	159.7	165.7	200.3	198.9	196.6
Case . . . . .	433.5	468.0	470.3	458.3	470.9	474.3	469.7	515.9	230.1	505.1
Sterling . . . . .	967.8	1013.6	1043.4	1021.6	1034.6	1026.3	1018.5	1083.8	1088.0	1063.4
Mayflower . . . . .	1109.9	1124.5	1145.6	1153.5	1161.9	1141.8	1128.0	1157.6	1131.8	1116.8
Willson . . . . .	497.3	506.4	469.3	465.0	484.2	500.9	484.9	534.4	557.8	545.3
Warren . . . . .	270.4	281.5	278.8	291.5	390.1	395.5	384.5	387.2	387.6	362.2
Brownell . . . . .	1064.4	1080.9	1086.7	1085.9	1090.7	1063.6	1052.2	1051.8	1033.1	1021.0
Eagle . . . . .	434.4	463.0	477.2	468.8	478.4	462.7	459.5	419.3	513.4	476.6
Kentucky . . . . .	602.0	624.1	609.2	600.5	619.1	619.2	606.1	614.4	604.1	586.2
Hicks . . . . .	484.1	497.8	490.5	476.0	493.9	507.2	498.0	514.8	513.8	498.1
Washington . . . . .	584.1	503.5	484.9	465.9	505.7	495.7	495.4	539.0	553.2	549.3
Orchard . . . . .	936.2	976.0	821.6	735.8	865.0	872.1	893.9	962.7	937.7	895.2
Wade (including Walton)	351.5	361.3	389.9	379.2	397.9	403.2	405.4	448.6	448.9	489.2
Tremont . . . . .	494.0	525.9	530.9	530.0	522.1	532.0	526.4	551.9	554.5	559.1
Bolton . . . . .	268.7	272.9	245.4	243.4	251.4	246.3	235.9	215.2	205.6	203.8

East Madison	68.3	67.3	63.7	64.9	66.0	66.7	65.2	70.5	85.5	81.2
Euchd	84.5	95.9	102.5	114.7	108.6	104.5	101.0	112.8	111.0	103.8
Dunham	20.7	34.3	34.4	33.1	34.6	34.8	32.0	39.8	39.6	40.0
Crawford	22.0	25.6	20.9	33.8	35.5	33.9	28.8	33.0	34.9	25.6
Doan	111.1	115.4	153.3	139.1	149.7	145.3	140.6	147.4	149.0	136.0
Garden	95.7	132.1	125.2	115.9	111.7	98.4	93.4	105.2	111.9	108.9
Quincy		48.9	68.0	97.1	84.6	83.9	82.3	82.9	89.4	84.6
Woodland	61.6	74.6	73.3	67.8	66.8	69.1	68.8	76.2	78.2	79.6
Kinsman	42.5	51.2	49.8	48.9	52.8	54.3	50.6	50.2	55.3	56.0
Union Mills	33.0	45.0	57.3	48.9	47.7	53.3	48.9	51.9	111.9	111.3
Clark	114.0	139.1	145.7	142.1	155.6	148.5	161.0	156.6	151.0	137.3
Meyer	87.9	97.1	62.4	61.1	58.3	54.4	56.2	49.7	70.1	76.0
Ridge	37.6	37.8	40.7	32.6	33.0	28.8	34.3	31.6	32.9	35.0
Gordon								54.7	66.9	73.0
Walnut									307.9	301.2
North									361.5	354.9
Charter Oak									84.5	77.6
Independence Road									19.5	15.2
Farm									52.6	56.3
House of Refuge	61.0	73.0	80.0	83.0	91.0	93.0	99.0	96.0	98.0	96.0
Total Gram, & Primary	11118.1	11560.5	11457.1	11266.5	11685.6	11589.4	11454.6	12111.7	12673.5	12646.9
Central High School	298.2	291.5	286.4	282.0	278.9	274.3	266.4	258.1	246.8	247.0
West High School	100.5	105.6	102.0	101.7	97.4	97.0	96.0	93.8	89.7	89.8
East High School	44.6	46.2	47.2	46.3	53.1	52.6	50.8	46.9	45.0	44.0
Total High Schools	443.3	443.3	435.6	430.0	429.4	423.9	413.2	398.8	381.5	380.8
Grand Total	11561.4	12003.8	11892.7	11696.5	12115.0	12013.3	11867.8	12510.5	13055.0	13027.7

TABLE IX,

Showing the Average Daily Attendance for Each Month of the School Year ending June 26, 1874.

SCHOOLS.	FIRST TERM.				SECOND TERM.			THIRD TERM.		
	Month Ending September 26, 1873.	Month Ending October 24, 1873.	Month Ending November 21, 1873.	Month Ending December 19, 1873.	Month Ending January 30, 1874.	Month Ending February 27, 1874.	Month Ending March 27, 1874.	Month Ending May 1, 1874.	Month Ending May 29, 1874.	Month Ending June 26, 1874.
Rockwell . . . . .	782.0	801.1	807.7	780.2	791.9	754.5	744.7	821.2	786.1	764.3
St. Clair . . . . .	758.4	757.3	754.2	754.2	756.2	743.2	707.4	708.6	704.5	698.5
Alabama . . . . .	160.6	152.8	154.2	148.8	140.6	147.2	152.2	148.3	183.6	181.1
Case . . . . .	413.5	435.9	440.7	426.9	434.5	444.3	441.8	486.2	490.8	469.1
Sterling . . . . .	927.4	962.7	991.8	956.3	958.7	968.8	960.8	1022.6	1021.7	1011.8
Mayflower . . . . .	1060.7	1054.5	1096.0	1101.4	1090.7	1088.5	1078.5	1100.9	1065.5	1071.7
Willson . . . . .	474.5	472.7	440.8	435.0	442.5	463.5	447.5	502.4	519.1	498.6
Warren . . . . .	256.9	264.4	256.1	271.1	356.5	360.9	349.4	349.3	337.2	315.4
Brownell . . . . .	1027.3	1009.0	1044.9	1041.6	1030.8	1003.2	1006.1	993.1	981.3	991.2
Eagle . . . . .	405.7	420.3	448.4	433.3	439.6	432.5	425.6	443.0	470.5	445.5
Kentucky . . . . .	578.7	592.2	578.9	574.7	585.8	590.6	577.5	588.0	570.7	561.2
Hicks . . . . .	463.8	461.5	459.7	443.6	459.5	475.2	461.5	481.3	478.0	465.8
Washington . . . . .	452.7	460.2	438.6	425.6	453.4	452.1	452.3	498.4	517.6	511.8
Orchard . . . . .	895.1	906.7	721.5	674.6	791.0	811.3	831.9	894.6	858.8	843.9
Wade (including Walton)	333.9	338.8	369.4	352.5	363.3	377.8	382.9	419.4	454.6	459.5
Tremont . . . . .	473.0	494.2	497.2	494.7	482.2	497.7	489.4	505.9	518.6	525.5
Holton . . . . .	262.4	258.6	233.9	229.8	232.5	230.1	218.1	200.5	192.0	197.2

East Madison	60.1	50.1	58.1	61.1	60.6	63.4	59.7	74.4	78.5	73.5
Fueled	80.3	89.2	95.5	108.9	96.4	94.8	93.2	105.7	102.5	95.9
Dunham	28.7	32.3	32.7	32.1	32.4	32.3	28.9	37.4	37.7	38.9
Crawford	21.6	24.4	27.5	29.6	31.0	29.4	23.9	29.2	31.2	21.2
Doan	105.0	109.2	145.4	128.1	134.5	131.7	129.0	135.3	135.7	127.3
Garden	91.0	117.3	113.0	106.3	100.7	90.7	88.7	97.7	104.5	97.7
Quincy		47.3	65.9	93.4	75.7	77.7	75.5	74.4	82.7	77.8
Woodland	57.1	66.1	66.4	59.7	57.7	64.9	63.7	70.9	72.7	75.9
Kinsman	39.9	46.6	46.9	45.9	48.1	49.7	46.3	46.4	48.9	53.0
Union Mills	30.0	43.0	43.0	38.3	40.2	42.4	39.9	46.8	95.2	96.4
Clark	105.9	124.6	130.6	128.5	135.7	132.6	147.7	142.8	140.0	124.2
Meyer	82.4	91.8	57.7	56.3	49.7	49.6	52.0	47.2	64.7	71.1
Ridge	33.9	32.8	33.3	28.1	28.8	24.7	29.1	27.1	30.9	29.0
Gordon								52.5	60.9	65.6
Walnut									266.5	271.5
North									324.6	329.1
Charter Oak									73.6	71.5
Independence Road									15.8	11.4
Farm								50.3	52.6	56.3
House of Refuge	72.3	70.2	72.3	79.3	88.3	83.0	96.3	94.5	93.5	55.3
Total Gram. & Primary	10540.8	10796.8	10722.6	10539.9	10789.5	10808.3	10701.5	12296.3	12063.3	11854.7
Central High School	290.7	279.5	276.9	271.2	262.9	262.4	255.0	245.0	236.1	237.5
West High School	97.8	100.3	96.9	96.5	92.9	91.1	91.6	89.1	83.8	86.8
East High School	43.6	44.2	45.4	44.1	51.0	50.2	48.0	44.5	42.6	42.8
Total High Schools	432.1	424.0	419.2	411.8	406.8	403.7	394.6	378.6	362.5	367.1
Grand Total	10972.9	11220.8	11141.8	10951.7	11196.3	11212.0	11096.1	11674.9	12425.8	12221.8

TABLE X,

*Showing the Results of the Enumeration of Children from Six to Twenty-One Years of Age.*

(Taken in the Month of October, 1874.)

WARDS.	MALES.																	Total
	AGES AT LAST BIRTH-DAY.																	
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
First . . . . .	163	116	108	67	64	68	62	81	69	76	78	87	87	104	123	190	1543	
Second . . . . .	37	42	37	35	24	34	28	34	28	43	33	33	26	29	41	27	531	
Third . . . . .	55	51	42	48	30	32	34	34	26	28	26	25	33	43	63	4	574	
Fourth . . . . .	157	121	152	147	143	151	137	140	134	134	135	130	134	138	114	111	2178	
Fifth . . . . .	105	130	116	129	115	108	108	107	78	101	86	92	89	73	60	31	1528	
Sixth . . . . .	373	286	281	205	199	207	194	177	146	170	148	143	129	123	110	83	2974	
Seventh . . . . .	89	113	99	100	76	91	91	89	76	72	65	56	50	44	45	30	1186	
Eighth . . . . .	171	84	111	82	77	70	74	63	69	74	57	65	58	51	47	23	1176	
Ninth . . . . .	134	97	94	88	88	63	73	74	68	51	55	52	56	46	56	68	1163	

Tenth . . . . .	117	111	135	106	92	94	84	98	98	105	90	85	74	67	73	1513
Eleventh . . . . .	144	174	151	134	124	130	105	105	120	108	107	94	86	62	52	1845
Twelfth . . . . .	155	145	123	105	94	89	75	90	78	56	70	44	50	30	27	1294
Thirteenth . . . . .	75	76	77	69	60	60	47	57	44	38	39	37	40	37	23	18
Fourteenth . . . . .	101	99	69	83	63	81	57	57	42	48	39	37	32	33	21	885
Fifteenth . . . . .	112	77	68	64	46	49	37	34	33	24	32	30	25	22	23	693
Sixteenth . . . . .	51	50	31	37	47	27	26	21	44	28	30	34	36	19	17	516
Seventeenth . . . . .	38	41	39	32	25	22	18	26	24	29	24	27	24	23	18	431
Eighteenth . . . . .	56	68	100	85	114	83	64	72	68	75	60	55	39	28	21	1024
Total Males, White . . . . .	2133	1881	1833	1616	1481	1459	1314	1389	1230	1272	1176	1170	1081	956	837	21851
Total Males, Colored . . . . .	23	16	10	12	9	13	10	14	7	7	7	10	12	20	20	209
Total Males, White and Colored . . . . .	2156	1897	1843	1628	1490	1472	1324	1403	1237	1279	1183	1180	1093	976	857	22060

TABLE X—CONTINUED.

WARDS.	FEMALES, AND TOTAL MALES AND FEMALES.																	Total Number of Males and Females.	DISTRIBUTION OF COLORED YOUTH.			
	AGES AT LAST BIRTH-DAY.																		Total Number of Females.	M.	F.	M.&F.
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20						
First . . . . .	177	106	81	95	77	100	72	104	81	84	81	136	147	284	280	349	2254	3797	68	57	125	
Second . . . . .	33	31	32	37	32	30	38	36	32	40	44	40	58	70	60	65	678	1209	4	4	8	
Third . . . . .	39	44	46	30	31	41	29	34	35	38	41	47	46	99	42	11	653	1227	. . . . .	. . . . .	. . . . .	
Fourth . . . . .	159	120	136	130	141	119	121	139	147	150	163	164	150	169	152	176	2336	4514	60	47	107	
Fifth . . . . .	108	135	121	119	100	121	91	114	95	112	76	94	92	92	61	43	1574	3102	9	7	16	
Sixth . . . . .	221	245	246	255	219	210	188	185	166	181	179	160	164	147	115	103	2984	5958	44	60	104	
Seventh . . . . .	79	107	107	97	87	69	77	89	68	69	65	64	53	41	24	17	1113	2299	2	1	3	
Eighth . . . . .	171	85	129	84	77	81	71	56	83	65	69	72	55	57	37	20	1212	2388	1	. . .	1	
Ninth . . . . .	88	83	101	72	85	77	66	64	92	72	81	86	70	122	104	75	1338	2501	. . . . .	. . . . .	. . . . .	

Tenth . . . . .	114	125	122	113	92	101	100	105	93	118	91	112	86	84	64	50	1570	3083	6	5	11
Eleventh . . . . .	139	158	140	147	134	129	100	128	113	122	87	85	100	71	61	32	1746	3591	7	7	14
Twelfth . . . . .	130	151	117	112	97	98	73	83	62	77	52	66	48	48	28	20	1262	2556	. .	. .	. .
Thirteenth . . . . .	77	88	95	62	63	68	47	66	36	44	41	45	52	24	21	11	840	1637	. .	. .	. .
Fourteenth . . . . .	94	98	80	73	50	57	49	67	46	45	40	30	34	34	11	9	817	1702	1	. .	1
Fifteenth . . . . .	70	60	66	71	47	37	31	41	47	31	29	16	22	22	20	29	639	1332	. .	3	3
Sixteenth . . . . .	34	40	52	39	29	31	30	23	34	37	27	36	35	29	17	19	512	1028	3	7	10
Seventeenth . . . . .	43	34	26	33	27	32	21	32	29	17	31	27	32	33	26	29	472	903	3	2	5
Eighteenth . . . . .	38	46	51	69	69	69	71	60	58	50	37	32	44	27	13	7	741	1765	1	2	3
Total Females, White . . . . .	1814	1756	1748	1638	1457	1470	1275	1426	1317	1352	1234	1312	1288	1453	1136	1065	22741	44592	209	. .	411
Total Females, Colored . . . . .	15	13	12	13	11	11	12	11	16	7	17	12	13	13	11	15	. . . . .	. . . . .	. .	202	. .
Total Females, White and Colored . . . . .	1829	1769	1760	1651	1468	1481	1287	1437	1333	1359	1251	1324	1301	1466	1147	1080	22943	. . . . .	. . . . .	. . . . .	. . . . .
Males and Females, White and Colored, } . . . . .	3985	3666	3603	3279	2958	2953	2611	2840	2570	2638	2434	2504	2394	2508	2123	1937	. . . . .	45003	. . . . .	. . . . .	. . . . .



TABLE XI,

*Showing the Number of those Enumerated who were in Attendance upon the Public Schools, the Private Schools, the Church Schools, and of those Not Attending Any School at the Time of Enumeration, October, 1874.*

WARDS.	WHITE.									COLORED.									Total Enumeration, White and Colored.		
	Number Attending Public Schools.			Number Attending Private Schools.			Number Attending Church Schools.			Number Not Attending Any School.			Number Attending Public Schools.			Number Not Attending Any School.					
	M.	F.	M.&F.	M.	F.	M.&F.	M.	F.	M.&F.	M.	F.	M.&F.	M.	F.	M.&F.	M.	F.	M.&F.			
First . . . .	470	521	991	14	20	34	82	177	259	977	1536	2513	17	14	31	51	43	94	1611	2311	3922
Second . . . .	219	193	412	21	31	52	68	64	132	223	390	613	..	2	2	4	2	6	535	682	1217
Third . . . .	79	90	169	..	..	..	91	89	180	404	474	878	..	..	..	..	..	..	574	653	1227
Fourth . . . .	752	684	1436	180	159	339	143	250	393	1103	1243	2346	20	13	33	40	34	74	2238	2383	4621
Fifth . . . .	401	420	821	43	40	83	472	476	948	612	638	1250	3	3	6	6	4	10	1537	1581	3118
Sixth . . . .	1576	1376	2952	168	235	403	155	144	299	1075	1229	2304	20	40	60	24	20	44	3018	3044	6062
Seventh . . . .	403	357	760	5	9	14	332	305	637	446	442	888	..	..	..	2	1	3	1188	1114	2302
Eighth . . . .	127	148	275	13	6	19	434	426	860	602	632	1234	1	..	1	..	..	..	1177	1212	2389

Ninth . . . .	363	333	696	36	62	98	275	275	550	489	668	1157	. . . .	. . . .	. . . .	. . . .	. . . .	1163	1338	2501	
Tenth . . . .	614	581	1195	22	18	40	265	294	559	612	677	1289	1	1	2	5	4	9	1519	1575	3094
Eleventh . . .	520	537	1057	10	6	16	507	457	964	808	746	1554	5	6	11	2	1	3	1852	1753	3605
Twelfth . . . .	452	453	905	11	16	27	249	234	483	582	559	1141	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	1294	1262	2556
Thirteenth . .	331	355	686	. . . .	. . . .	. . . .	163	169	332	303	316	619	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	797	840	1637
Fourteenth . .	454	429	883	8	6	14	69	70	139	354	312	666	. . . .	. . . .	. . . .	1	. . .	1	886	817	1703
Fifteenth . . .	265	202	467	11	10	21	124	167	291	293	260	553	. . . .	. . . .	. . . .	. . . .	3	3	693	642	1335
Sixteenth . . .	339	298	637	7	31	38	28	29	57	142	154	296	2	7	9	1	. . .	1	519	519	1038
Seventeenth . .	239	222	461	18	23	41	19	21	40	155	206	361	. . . .	2	2	3	. . .	3	434	474	908
Eighteenth . .	449	360	809	. . . .	. . . .	. . . .	252	194	446	323	187	510	. . . .	. . . .	. . . .	1	2	3	1025	743	1768
	8053	7559	15612	567	672	1239	3728	3841	7569	9503	10669	20172	69	88	157	140	114	254	22060	22943	45003

TABLE XII,

*Showing Amount Paid for Tuition, Fuel, Repairs, Supplies, etc., in the Several School Buildings for the Four Years ending August 31, 1874, with Cost Per Capita of same, based on Average Number Belonging.*

SCHOOLS.	TUITION.							
	1870-71.		1871-72.		1872-73.		1873-74.	
	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.
Rockwell. . . . .	\$11,069 75	12.85	\$11,744 08	12.83	\$12,667 75	14.81	\$12,486 50	15.07
St. Clair . . . . .	9,660 00*	11.87	9,656 42*	11.62	8,133 00	12.13	10,729 75	13.76
Alabama . . . . .					2,027 00	11.27	1,776 00	10.01
Case . . . . .	3,470 00	10.96	3,641 75	10.17	4,075 00	11.18	5,122 00	10.57
Sterling . . . . .	10,846 25	12.41	11,577 00	12.97	12,787 00	13.	14,323 74	13.85
Mayflower . . . . .	8,928 00	10.50	10,073 00	10.49	10,574 50	10.15	12,164 50	10.63
Willson . . . . .	3,266 00	10.03	3,718 00	10.15	4,117 00	10.09	4,878 25	9.72
Warren . . . . .	1,874 00	10.95	2,247 50	10.05	2,800 00	10.06	3,212 00	9.37
Brownell . . . . .	12,849 25	12.71	13,186 50	12.88	14,616 25	14.13	15,319 25	14.57
Eagle . . . . .	5,400 00	11.80	5,055 00	11.56	5,355 00	11.46	5,647 50	12.02
Kentucky . . . . .	7,725 00	12.50	8,396 00	14.	9,308 00	15.72	9,940 00	16.45
Hicks . . . . .	5,262 50	10.91	4,711 25	10.70	5,389 00	12.08	5,738 50	11.62
Washington . . . . .	3,353 00	12.18	4,251 75	10.40	4,236 75	10.17	5,217 50	10.20
Orchard . . . . .	8,264 00	11.18	8,366 00	10.87	9,671 00	11.25	9,750 88	11.09

Township	5,362.40†	12.70	5,281.95	12.48	6,485.00	14.40	9,042.00	13.40
Holton . . . . .							3,737.50	15.00
East Madison . . . . .							995.50	14.28
Euclid . . . . .							1,050.00	10.19
Dunham . . . . .							450.00	12.71
Crawford . . . . .							410.00	13.49
Doan . . . . .							1,380.00	9.63
Garden . . . . .							1,125.00	10.36
Quincy . . . . .							720.00	8.99
Woodland . . . . .							1,050.00	14.64
Kinsman . . . . .							497.50	9.66
Union Mills . . . . .							677.50	14.41
Clark . . . . .							1,115.00	7.69
Meyer . . . . .							480.00	7.13
Ridge . . . . .							497.50	14.55
Gordon . . . . .							116.00	5.71
Total Grammar and Primary Schools . . . . .	100,710.50	11.80	105,443.50	11.73	116,189.75†	12.26	141,932.12	12.35
Central High School . . . . .	10,095.10	60.70	11,027.50	55.92	11,672.50	51.73	13,543.00	49.71
West High School . . . . .	4,050.00	60.73	4,039.00	63.11	5,918.00	93.19	7,854.50	80.64
East High School . . . . .					3,546.94	59.31	4,500.00	94.34
Total High Schools . . . . .	14,145.10	60.71	15,066.50	57.68	21,137.44†	68.46	25,897.50	62.06
Grand Total . . . . .	\$114,855.60	13.10	\$120,510.00	13.02	\$137,327.19†	13.84	\$167,929.62	14.09

\* Including Alabama. † Including only those Schools which were under the jurisdiction of the Board the entire year.

TABLE XII—CONTINUED.

SCHOOLS.	FUEL.							
	1870-71.		1871-72.		1872-73.		1873-74.	
	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.
Rockwell . . . . .	\$321 13	.37	\$557 00	.61	\$596 07	.70	\$569 37	.69
St. Clair . . . . .	486 27	.59	595 19	.71	496 48	.74	422 68	.54
Alabama . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	62 00	.34	111 00	.63
Case . . . . .	140 90	.44	110 29	.31	207 25	.56	216 47	.45
Sterling . . . . .	399 27	.45	466 66	.52	565 44	.57	504 96	.49
Mayflower . . . . .	257 56	.30	337 52	.35	475 51	.46	398 72	.35
Willson . . . . .	140 45	.43	126 34	.34	205 69	.41	203 48	.40
Warren . . . . .	125 88	.73	162 51	.72	147 87	.53	208 03	.61
Brownell . . . . .	945 13	.94	1,176 73	1.15	1,300 56	1.26	992 56	.94
Eagle . . . . .	352 79	.77	354 15	.81	368 91	.78	177 65	.38
Kentucky . . . . .	584 11	.94	600 10	1.00	534 78	.90	642 28	1.06
Hicks . . . . .	123 36	.25	154 53	.35	195 45	.44	255 41	.52
Washington . . . . .	72 95*	.26	366 20	.89	401 63	.96	296 96	.58
Orchard . . . . .	292 45	.39	494 42	.64	575 07	.67	567 07	.65
Wade (including Walton) . . . . .	113 22	.35	130 83	.37	147 16	.44	187 35	.45

Location	251 50	500	141 82	.34	248 98 408 00†	.50	264 53	.50
Bolton					89 00†	1.05	244 59	1.02
East Madison					51 62†	1.04	43 40	.62
Euclid					83 48†	.61	45 76	.44
Dunham					45 13†	2.93	20 40	.51
Crawford					112 74†	1.37	28 45	.93
Doan					28 50†	1.08	63 32	.44
Garden						.32	90 10	.93
Quincy							49 04	.61
Woodland							39 55	.51
Kinsman							25 40	.50
Union Mills								
Clark							71 51	.50
Meyer							48 25	.72
Ridge							31 48	.92
Gordon							16 43	.81
Total Grammar and Primary Schools	4,617 97	.54	5,776 72	.69	7,347 41	.73	6,835 20	.60
Central High School	456 58	2.74	370 23	1.87	567 92	2.52	432 43	1.59
West High School	172 73	2.58	314 49	4.91	185 52	2.92	232 53	2.38
East High School					116 44†	1.95	162 40	3.40
Total High Schools	629 31	2.70	684 72	2.62	869 88	2.49	827 36	1.98
Grand Total	\$5,247 28	.60	\$6,461 01	.70	\$8,217 29	.79	\$7,662 56	.65

\* For four rooms in old buildings, with use of stoves.

† For eight months only.

TABLE XII—CONTINUED.

SCHOOLS.	REPAIRS, SUPPLIES AND OTHER INCIDENTALS.							
	1870-71.		1871-72.		1872-73.		1873-74.	
	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.
Rockwell . . . . .	\$2,041 20	2.37	\$1,788 50	1.95	\$2,371 30	2.77	\$1,598 97	1.92
St. Clair . . . . .	1,873 44	2.30	2,098 89	2.52	1,291 82	1.93	1,721 12	2.20
Alabama . . . . .					379 76	2.11	536 01	3.02
Case . . . . .	1,096 69	3.46	633 87	1.77	622 92*	1.70	1,184 14	2.44
Sterling . . . . .	1,948 81	2.23	1,891 25	2.12	2,501 45†	2.54	2,971 30	2.87
Mayflower . . . . .	1,676 91	1.97	1,601 97	1.66	1,807 91	1.73	2,040 11	1.78
Willson . . . . .	584 15	1.79	877 07	2.39	834 47	2.04	1,067 88	2.12
Warren . . . . .	274 22	1.60	516 83	2.31	456 66	1.64	512 25	1.49
Brownell . . . . .	2,606 68	2.58	2,559 08	2.50	3,299 15	3.19	2,335 57	2.22
Eagle . . . . .	1,025 42	2.24	791 10	1.81	1,393 35	2.98	1,661 67	3.54
Kentucky . . . . .	1,104 55	1.78	2,065 92	3.44	1,339 29	2.26	1,978 01	3.27
Hicks . . . . .	931 67	1.93	946 86	2.15	1,645 79‡	3.68	1,112 43	2.24
Washington . . . . .	1,031 83	3.74	1,722 67	4.21	1,651 91	3.96	1,263 75	2.47
Orchard . . . . .	1,500 40	2.03	1,550 09	2.03	1,310 12	1.52	1,500 67	1.71
Wade (including Walton) . . . . .	633 96	2.00	995 98	2.84	1,134 01‡	3.36	1,184 36	2.80

Element	\$, 100's 70	\$, 100's	\$, 100's 24	\$, 22	\$, 78 85	\$, 10	\$, 18 57	\$, 12
Bolton					389 70 <sup>  </sup>	1.85	883 04	3.70
East Matlaon					334 45	3.91	216 80	3.11
Euclid					109 92 <sup>  </sup>	1.30	211 58	2.04
Dunham					72 39 <sup>  </sup>	2.54	78 96	2.23
Crawford					59 84 <sup>  </sup>	1.82	102 44	3.36
Doan					109 14 <sup>  </sup>	1.05	175 06	1.22
Garden					294 51 <sup>  </sup>	3.34	151 56	1.39
Quincy							328 21	4.22
Woodland							132 30	1.84
Kinsman							113 08	2.19
Union Mills							51 20	1.09
Clark							455 41	3.14
Meyer							71 63	1.06
Ridge							138 99	4.06
Gordon							380 25	18.73
Total Grammar and Primary Schools	20,150 69	2.36	21,390 32	2.57	25,288 71	2.52	28,349 32	2.46
Central High School	1,586 01	9.54	2,060 95	10.45	2,429 30 <sup>†</sup>	10.77	1,360 81	4.99
West High School	1,143 16	17.13	1,123 65	17.56	2,603 25 <sup>†</sup>	41.00	1,634 81	16.78
East High School					1,594 24 <sup>†</sup>	9.94	840 54	17.62
Total High Schools	2,729 17	11.71	3,184 60	12.19	5,626 79	16.13	3,836 16	9.25
Grand Total	\$22,879 86	2.61	\$24,574 92	2.66	\$30,915 50	3.95	\$32,185 48	2.70

\* Omitting expenses of Relief Building, \$1,091.55.

† Heating Fixtures, \$813.10.

‡ Expense of reseating old rooms, \$811.87.

§ Furniture for new rooms, \$408.15.

¶ For eight months only.

‡ Commencement Expenses distributed per capita.



TABLE XII—CONTINUED.

SCHOOLS.	TOTAL TUITION, FUEL AND ALL INCIDENTALS.					
	1870-71.		1871-72.		1872-73.	
	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.
Rockwell. . . . .	\$13,432 08	15.60	\$14,089 50	15.39	\$15,635 12	18.28
St. Clair . . . . .	12,019 71	14.77	12,350 50	14.86	9,981 30	14.89
Alabama . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	2,468 76	13.73
Case . . . . .	4,707 59	14.86	4,385 91	12.24	5,995 72	16.45
Sterling . . . . .	13,194 33	15.10	13,934 91	15.62	15,853 89	16.14
Mayflower . . . . .	10,862 47	12.43	12,012 49	12.51	12,857 92	12.35
Willson . . . . .	3,990 60	12.25	4,721 41	12.88	5,157 16	12.64
Warren . . . . .	2,274 10	13.29	2,926 84	13.09	3,404 53	12.23
Brownell . . . . .	16,410 06	16.23	16,922 31	16.54	19,215 96	18.58
Eagle . . . . .	6,778 21	14.81	6,200 25	14.18	7,117 26	15.23
Kentucky . . . . .	9,413 66	15.23	11,062 02	18.44	11,182 07	18.89
Hicks . . . . .	6,317 53	13.09	5,812 64	13.20	7,230 24	16.20
Washington . . . . .	4,457 78	16.19	6,340 62	15.52	6,290 29	15.10
Orchard . . . . .	10,056 85	13.61	10,350 51	13.55	11,556 19	13.45
Wade (including Walton) . . . . .	4,127 93	13.02	4,774 81	13.61	5,228 67	15.50
					Amount Paid.	Per Capita.
					\$14,654 84	17.68
					12,873 55	16.50
					2,423 01	13.67
					6,522 61	13.46
					17,800 00	17.21
					14,603 33	12.77
					6,149 61	12.25
					3,932 28	11.47
					18,647 38	17.74
					7,486 82	15.94
					12,560 29	20.79
					7,106 34	14.36
					6,778 21	13.26
					11,827 62	13.46
					5,653 96	13.69

Fremont . . . . .	7-440.21	17.70	0,728.31	16.05	2,711.70*	12.04	4,864.13	20.42
Holton . . . . .					1,127.45*	13.17	1,255.70	18.02
East Madison . . . . .					865.54*	10.24	1,307.34	12.61
Euclid . . . . .					475.87*	16.69	549.36	15.51
Dunham . . . . .					424.97*	12.96	540.89	17.79
Crawford . . . . .					1,285.88*	12.36	1,618.38	11.29
Doan . . . . .					1,027.01*	11.65	1,366.66	12.58
Garden . . . . .							1,097.25	13.70
Quincy . . . . .							1,222.19	17.04
Woodland . . . . .							635.98	12.35
Kinsman . . . . .							739.21	15.73
Union Mills . . . . .							1,641.92	11.32
Clark . . . . .							599.88	8.91
Meyer . . . . .							667.97	19.53
Ridge . . . . .							512.68	25.26
Gordon . . . . .								
Total Grammar and Primary Schools . . . . .	125,479.11	14.70	132,610.03	14.77	156,706.42	15.65	177,127.49	15.42
Central High School . . . . .	12,137.69	72.98	13,458.68	68.24	14,665.72	65.01	15,336.24	56.34
West High School . . . . .	5,365.89	80.44	5,477.14	85.58	8,706.77	137.11†	9,721.84	99.81
East High School . . . . .					4,257.62*	71.20	5,502.94	121.64
Total High Schools . . . . .	17,503.58	75.23	18,935.82	72.49	27,630.11	79.31	30,561.02	73.24
Grand Total . . . . .	\$142,982.69	16.32	\$151,545.85	16.38	\$184,336.53	17.79	\$207,688.51	17.44

\* For eight months only. † Fence and changes in building.



Public Library.



## LIBRARIAN'S REPORT.

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TO THE HONORABLE THE BOARD OF EDUCATION :

GENTLEMEN:—In accordance with your regulations, I submit, herewith, the report of the Library for the year ending August 30, 1874. In the original draft of the report many other matters were presented, which the late date of the publication of this, and subsequent action on some of the subjects discussed, have rendered either unnecessary or less interesting at the present time. Hence the more important items only, as believed, are incorporated in this.

### GENERAL STATISTICS.

Number of Books belonging to the Library February, 1869.....	5,500
“ “ “ “ August 31, 1873.....	16,435
“ “ “ “ August 30, 1874.....	20,415
Volumes added during 1873-4 .....	3,980
Number of Heads of Families registered to August 30, 1874 .....	16,695
Increase in the past year, ending as above .....	2,820
Number of Members Drawing Books in 1873-4.....	15,785
Per Cent. Increase in Heads of Families—1874 over 1873.....	20

The 20,415 books noted above as belonging to the Library August 30, 1874, include all books ever on its shelves, without any deduction for the losses, from all causes, for six years past. Owing to the illness and absence of the Librarian at the time of the annual examination of the Library, August 17th to 31st, 1874, at which latter date the issue of books recommenced, the record of missing books was not accurately taken, and hence cannot be given. Perhaps 1,000 volumes, or even more, in all,

including those worn out by use, drawn and not returned, and those otherwise missing, should be deducted, as a large number have been worn out in the six years of circulation.

Among the accessions, about eight hundred German books are included, placed in the Library in October, 1873. A large proportion of these were of a more entertaining character than the first invoice, purchased in 1870 from the proceeds of the Humboldt Festival in 1869, as the latter were chiefly standard works.

The number of books (3,980) purchased during the year 1873-4 was greater than in any previous year since the opening of the Library. The proportion of novels added (1,550), it will be observed, is much greater than that of any other class. This was done by the Library Committee, for the express purpose of popularizing the institution and making it an attractive center of resort for all classes of readers. The experience of all long-established libraries has proven, beyond question, that there will be comparatively few visitors or readers in libraries consisting exclusively, or even mainly, of so-styled standard works.

It is indisputably the fact that most persons—probably seven-eighths of all readers—read for amusement, or at least entertainment merely, rather than for instruction; and it would certainly seem to be slightly verging on assumption, at least, for the remaining one-eighth, who may wish to read nothing but scientific or standard works, to claim that the latter classes exclusively, or chiefly, should be placed in the Library, regardless of the wishes or preferences of the great majority of general readers, when the institution in its entirety is controlled by the public voice, and subject to such modifications of its character as the public may demand.

Let it be understood that the claims of the seekers for practical information, and of scientific investigators in all departments of knowledge, have always received the first and most prominent attention consistent with the resources of the

**Library.** Intelligent gentlemen throughout the city have been consulted in the selection of valuable scientific works, as well as of those in other classes, and constant additions, from their recommendations, have been made, with the intention of meeting all present and prospective demands for books of a standard character. Besides this, a "Suggestion Book" is kept at the desk, in which entries are made of all books called for and not on hand, with the intention of having them purchased as promptly as practicable.

## ANNUAL CIRCULATION.

Total Circulation first year—1869-70 .....	65,552
“ “ 1872-3 .....	111,217
“ “ 1873-4 .....	173,281
Per Cent. of Increase since 1869-70 .....	264
“ “ of 1873-4 over 1872-3 .....	56
Average Daily Circulation, 1869-70—298 days .....	220
“ “ “ 1772-3, 994 “ .....	456
“ “ “ 1873-4, 294 “ .....	587

The average number of books belonging to the Library during 1873-4 was about 17,500. The total circulation was 173,281, showing that each book, if drawn uniformly, was issued, on an average, ten times. No other library in the Union or elsewhere, from which we have reports, presents, for the year ending August 30, 1874, so large a circulation as that of Cleveland, in comparison with the total number of books belonging to it, and the total population of the city. The Public Library of Chicago, with 40,000 books, reports a total circulation—including that of a reading-room, as supposed—of 400,000 volumes for the year ending May 22, 1875. The circulation of our Public Library for the same period, though not footed up, will reach, probably, 225,000, with an average of 20,000 books belonging. If the relative population of the two cities be taken as any basis of comparison of the literary tastes of each, then Chicago, with at least three times as large a population as Cleveland, should have issued 675,000 volumes. The



Cincinnati Public Library issued 262,621 volumes for the year ending June 30, 1874, for 314 days of drawing, or 837 daily. The Librarian, Rev. Mr. Vickers, remarks, in his report, that he "should be the last person to measure the usefulness of such an institution by the number of books issued to borrowers." Granted, if the case were that of a circulating library, issuing novels only. But the point which I would endeavor to make clear in this report is, that the per cent. of the issue of standard works in the Cleveland Public Library, at least, more than keeps pace with that of fiction, through all the increase in circulation, and that is the important point for consideration and comment. The circulation of fiction and juvenile works in the Cleveland Public Library, 1869-70, was, respectively, 53 and 17 per cent., or, taken together, 70 per cent. of all the books drawn. The two classes now embrace, including the 5 per cent. added for the German novels, only 57 per cent. in all, or a falling off in four years of 13 per cent. The Boston Public Library reports 71 per cent. of fiction and juveniles drawn in 1874, or 14 per cent. in excess of ours; and the Cincinnati Library gives 74 per cent. of the same in 1873, or 17 per cent. more than Cleveland. Other smaller libraries report a circulation of fiction reaching, in some cases, as high as 90 per cent. of all books drawn.

#### THE EXPECTED CATALOGUE.

Although a complete catalogue of any Library is desirable, and really valuable at its first publication, its value, in a constantly increasing list, becomes less and less, till, in a few years, it is comparatively worthless, as indicating only a part of the books really belonging. The Librarian of the Cincinnati Public Library, in his report, says of their catalogue published in 1871: "It no longer contains the titles of half the books in the Library. The whole undertaking was injudicious, and has proved a complete failure. \* \* \* In three years only 62 copies, out of 1503 published, have been sold. Nearly

one-half are still in sheets, and would be much more valuable than they are if the sheets were white paper."

This experience is not very encouraging for the publication of a similar catalogue. or one nearly so, of our Library. From the best information obtainable, it seems that all, or nearly all, large circulating libraries have discarded the old plan of issuing complete catalogues, at intervals of from five to ten years usually, as a waste of time, labor and money, except for mere temporary utility. But, no doubt, the better plan, and one recommended, in the light of modern experience, by the most eminent bibliographers, is to have, instead of one costly catalogues, a series of small catalogues, each embracing only from one to perhaps three or four cognate classes of books, each catalogue alphabetically arranged. Supplements to these might be issued in semi-annual or annual parts, as thought best. These partial catalogues could be furnished at the cost of a few cents each, and would, of course, be within the reach of all. Notices of new books might also be placed on a bulletin board, for the convenience of visitors, who could then know, without inquiry, whether the latest publications were in the Library or not. But it must be understood that this system cannot be carried out without a much greater corps of assistants than at present, and a greatly increased cost in every detail.

I cannot close without returning my sincere thanks to the Library Committee, as well as to the Board of Education as a whole, for their firm and generous support in the past, and their cordial co-operation in all matters pertaining to the well-being of the Library.

L. M. OVIATT,

*Librarian.*



190171

Cleveland Public Schools.

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THIRTY-NINTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION

FOR THE

*SCHOOL YEAR ENDING AUGUST 31, 1875.*

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PUBLISHED BY ORDER OF THE BOARD.

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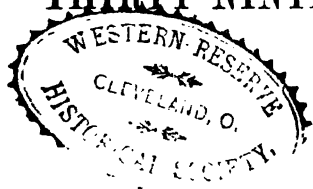




Cleveland Public Schools.

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## THIRTY-NINTH ANNUAL REPORT



OF THE

# Board of Education

FOR THE

SCHOOL YEAR ENDING AUGUST 31, 1875.

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PUBLISHED BY ORDER OF THE BOARD.

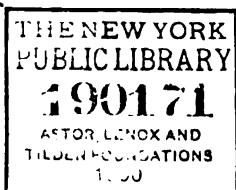
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1876.  
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This paper was manufactured by the Cleveland Paper Company.

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# Board of Education.

1874-5.

## MEMBERS.

Wards.	Members.	Term Expires.	Residences.
1....	GEORGE L. CHILDS.....	1875.....	158 Superior Street.
2....	CHAS. B. BERNARD .....	1875.....	21 Chestnut Street.
3....	P. CUNNINGHAM .....	1875.....	120 River Street.
4....	SAMUEL BRIGGS .....	1876.....	73 Huntington Street.
5....	GEO. C. DODGE, JR. ....	1875.....	197 Dodge Street.
6....	M. G. WATTERSON.....	1875.....	657 Case Avenue.
7....	THOS. A. STOW .....	1875.....	188 Case Avenue.
8....	T. M. SMYTH .....	1875.....	144 Washington Street.
9....	F. Q. BARSTOW .....	1875.....	74 State Street.
10....	N. B. DIXON .....	1876.....	285 Washington Street.
11....	FRED. BUEHNE .....	1875.....	61 McLean Street.
12....	GEO. HOWLETT .....	1875.....	221 Burton Street.
13....	JOHN C. DEWAR.....	1875.....	134 Professor Street.
14....	P. W. PAYNE .....	1876.....	1170 Willson Avenue.
15....	WILLIAM K. SMITH.....	1875.....	968 Woodland Avenue.
16....	JOHN C. HUTCHINS.....	1875.....	544 Euclid Avenue.
17....	S. M. STRONG.....	1875.....	621 Euclid Avenue.
18....	J. D. JONES.....	1876.....	1936 Hamilton Street.

# Organization of the Board of Education.

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FOR 1874-5.

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## OFFICERS OF THE BOARD.

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PRESIDENT,

M. G. WATTERSON.

CLERK,

G. C. DODGE.

SUPERINTENDENT OF INSTRUCTION,

A. J. RICKOFF.

## STANDING COMMITTEES.

1874-5.

FINANCE .....	BERNARD, STRONG, BARSTOW.
JUDICIARY .....	WM. K. SMITH, HUTCHINS, BERNARD.
SALARIES .....	STRONG, HUTCHINS, BRIGGS.
TEACHERS .....	HUTCHINS, PAYNE, STOW.
BUILDINGS .....	BUEHNE, DEWAR, WM. K. SMITH.
REPAIRS .....	DIXON, CUNNINGHAM, JONES.
SUPPLIES .....	DODGE, HOWLETT, STRONG.
INSURANCE .....	JONES, T. M. SMYTH, DODGE.
CLAIMS .....	HOWLETT, WM. K. SMITH, CHILDS.
TEXT BOOKS AND COURSE OF STUDY .....	PAYNE, DEWAR, BUEHNE.
WRITING, MUSIC AND DRAWING .....	DEWAR, JONES, DIXON.
BOUNDARIES .....	CUNNINGHAM, T. M. SMYTH, CHILDS.
RULES AND REGULATIONS .....	BERNARD, DODGE, PAYNE.
DISCIPLINE .....	CHILDS, BRIGGS, T. M. SMYTH.
LIBRARY .....	STOW, BARSTOW, HUTCHINS.
PRINTING .....	BRIGGS, STOW, HOWLETT.
CENTRAL HIGH SCHOOL .....	CHILDS, CUNNINGHAM, DEWAR.
WEST HIGH SCHOOL .....	BARSTOW, BUEHNE, DIXON.
EAST HIGH SCHOOL .....	STRONG, HOWLETT, W. K. SMITH.
NORMAL SCHOOL .....	T. M. SMYTH, BRIGGS, BUEHNE.

## BOARD OF EXAMINERS OF TEACHERS.

1874-5.

MEMBERS.	Term Expires.	MEMBERS.	Term Expires.
J. H. RHODES.....	1878.	LOUIS R. KLEMM.....	1876.
ADOLPH GEUDER .....	1878.	ANDREW J. RICKOFF .....	1877.
ALANSON G. HOPKINSON.	1876.	LEWIS W. FORD.....	1877.

### OFFICERS OF THE BOARD.

PRESIDENT,  
A. G. HOPKINSON.

SECRETARY,  
A. J. RICKOFF.

### COMMITTEE ON ENGLISH EXAMINATIONS.

L. W. FORD,                      J. H. RHODES,                      A. J. RICKOFF.

### GERMAN EXAMINATIONS.

A. GEUDER,                      L. R. KLEMM,                      J. H. RHODES.

### PUBLIC LIBRARY.

LIBRARIAN,  
LUTHER M. OVIATT.

# President's Report.



# PRESIDENT'S REPORT.

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The Thirty-Ninth Annual Report of the management and condition of the Public Schools of Cleveland, being for the year ending August 31st, 1875, is respectfully submitted by order of the Board of Education:

## FINANCIAL EXHIBIT.

The following is a summary of the receipts and disbursements for the year:

### RECEIPTS.

Balance on hand (including appropriation for August bills) Sept. 1st, 1874.....	\$39,036 49
First installment of taxes (city levy) paid March, 1875..	191,801 67
Second installment of taxes (city levy) paid August, 1875	128,659 71
State apportionment according to enumeration of children within school age .....	69,804 47
City's portion of levy by reason of the annexation of a part of Newburgh.....	4,669 00
First payment on Willson Avenue lots, sold.....	17,719 86
Old Houses sold on Willson Avenue and Tremont Street lots.....	425 00
Loan from Society of Savings, in anticipation of deferred payments on Willson Avenue lots.....	37,748 40
Received from Fire Department for Doan Street property	6,000 00
Tuition and other miscellaneous sources .....	1,310 07
Total Receipts.....	\$497,174 67



## DISBURSEMENTS.

Salaries of Superintendent and Teachers .....	\$220,033 03
Salaries of Teachers in Industrial School.....	1,000 01
Salaries of Officers of the Board.....	4,506 00
Salary of Superintendent's Clerk .....	608 33
Salaries of Librarian and Assistants .....	6,056 84
Salaries of Janitors.....	14,905 00
Salaries of Evening and Mute School teachers.....	878 46
Fuel .....	10,244 22
Repairs .....	12,423 61
Supplies .....	4,244 19
Furniture .....	8,237 41
Heating Fixtures.....	11,125 50
Insurance .....	1,867 50
Rent of Library and extra school rooms .....	4,058 56
Special taxes on school property .....	753 40
Taking School Census .....	904 90
Gas .....	366 22
Board of Examiners .....	490 00
Printing and Binding.....	1,930 85
Interest on temporary loan.....	2,424 49
Advertising .....	1,192 57
New Buildings and Land.....	40,447 58
Redeeming Newburgh School Bonds .....	2,783 42
Miscellaneous expenditures.....	2,613 15
<b>Total Expenditures .....</b>	<b>\$356,095 24</b>
Balance on hand August 31st, 1875 .....	141,079 43
	<hr/>
	\$497,174 67

It will be observed that the receipts for the year were unusually large, which was owing principally to the sale of the Willson avenue property.

The receipts from the ordinary sources of revenue were as follows:

Taxes (city levy) including Newburgh .....	\$325,130 38
Taxes State apportionment.....	69,804 47
Tuition of non-resident pupils.....	794 25
<b>Total .....</b>	<b>\$395,729 10</b>

The following, therefore, shows the result of the fiscal transactions of the School Department for the year, exclusive of extraordinary receipts from sale of land:

Receipts from ordinary sources of revenue.....	\$395,729 10
Total expenditures for salaries of all regular employees .....	\$249,987 67
For building and all permanent improve- ments .....	62,602 38
All other expenditures .....	43,505 19
<hr/>	
Total expenditures for all purposes.....	\$356,095 24
Ordinary receipts above all expenditures .....	39,633 86

Not only did the Board keep within its ordinary revenue for the year by the amount specified, but the total disbursements were \$31,468.26 less than those of the year immediately preceding.

For a more detailed statement of the receipts and expenditures see the financial report of the Secretary, which is herewith submitted.

#### THE WILLSON AVENUE PROPERTY.

As the number of scholars in the Willson avenue district increased, it became apparent that though the location of the school lot was reasonably central, yet it was such as to render it neither safe nor desirable to erect a large school building upon it. To approach it from almost any direction it was necessary for the children to cross one or more street railroad tracks which come together in its immediate vicinity, where cars are almost constantly in motion. In addition to this, the bustle and noise of the rapidly growing trade which had sprung up around it were ill adapted to a school neighborhood. When, therefore, it became necessary to build a permanent house for the district, the Board did not hesitate to select a site in some more suitable locality.

The Outhwaite avenue lot being as nearly central and in

all other respects much more eligible, was purchased, and in September, 1874, the Willson property was allotted, and soon after advertised for sale. This property, a little more than three acres, had been purchased in 1869 at a cost of \$16,000. Considering the depressed condition of the real estate market many believed prudence dictated a postponement of its sale, but the large outlay necessary to purchase the new lot and erect the proposed building, determined the Board, rather than increase the levy or resort to the pernicious practice of issuing bonds, to make the sale. It doubtless chose the wiser course, as the result was very satisfactory. After reserving a lot on the southerly side of the tract of sufficient size to accommodate several relief rooms, should they be necessary, the proceeds of the sale were (substantially cash) \$52,911.34. The new lot cost \$10,674.00; the building, ready for furniture, \$57,717.99; total house and lot, \$68,391.99. Had the remaining lot been sold, the proceeds of the sale would have nearly reached the total cost of the new house and lot. By the conditions of sale one-fourth was to be paid in hand, the balance in six equal annual installments, with interest on the deferred payments at the rate of eight per cent. per annum. Considerably more than one-fourth was paid down, and the rate of interest on the deferred payments made the notes equivalent to money. One of the relief school buildings standing on the Willson lot—the old two story building—was sold, as its condition did not justify the expense of again moving it. It had been brought from the Sterling District in 1868. The three one-story houses of two rooms each, have been moved and repaired, and are now in use, one at Mayflower, one at Sterling and one on the new Outhwaite lot.

#### OTHER SCHOOL PROPERTY SOLD.

Soon after the annexation of East Cleveland the Fire Department was allowed to erect an engine house on the Doan street school lot, and until the past year it was occupied jointly by this

department and the Board of Education. As this sub-district needed enlarged facilities, and as the joint occupancy seemed injudicious, the whole lot was, in January last, transferred to the city by the Board of Education. In consideration of this transfer \$6,000 was credited to the School and charged to the Fire and Water Fund. At the same time the Board conveyed to the city, for the use of the Fire Department, that part of the Willson avenue property on which Engine House No. 9 now stands, and which had, by common consent, been occupied by this department for several years. The School Fund was credited, on account of this transfer, \$3,000.

#### SCHOOL BUILDINGS AND SITES.

During the years ending August 31st, 1874 and August 31st, 1875, the buildings in the Tremont and Outhwaite districts were erected, and as the expenditures for both extended through the two school years, and as no account was given in the report of 1874 of the permanent improvements made, it is deemed proper to report here upon the permanent improvements of both years.

During the year 1875, five frame buildings, of two rooms each, were erected: one in the Sterling district and one each in the Bolton, Tremont, Warren and Union Mills districts, and a brick addition of three rooms to the Hicks building. In 1874 eighteen of these rooms were constructed in various parts of the city. The expenditures for the two brick buildings in the Tremont and Outhwaite districts were divided between these two years, more than half having been paid in 1874. The Tremont building contains twelve rooms, exclusive of recitation rooms, and the Outhwaite eighteen rooms. In the two years, therefore, ending August 31st, 1875, there were added to our school accommodations, sixty-one new session rooms, twenty-eight in frame and thirty-three in brick buildings. These rooms were all furnished with single seats and desks, and together accommodate

thirty-three hundred children. Extensive permanent improvements were made upon the Eagle, Mayflower and West High School buildings, in the way of re-seating, building iron fences, &c. There were purchased during the same time new sites and additions to the old ones in the following districts: new lots in Outhwaite, South avenue, (14th ward), Fairmount and Gordon avenues, and additions to the Sterling, Mayflower and Tremont lots. For these permanent improvements in the school department, with a few others of no great importance, there were paid from the school fund, in the two years, \$191,211.63.

That these seemingly large additions to our school room facilities were needed in so short a time cannot be questioned, when it is understood that within a few weeks after any of these rooms were ready for occupancy, they were comfortably filled or were crowded beyond their profitable use, and that the only rooms (except rented ones) replaced by the new ones, which it was practicable to occupy longer, were the four in the old brick building in the Tremont district. Even these it was not advisable to retain, inasmuch as the schools in the district could be accommodated only by enlarging the lot and building on it a house three times the size of the old one.

The difficulty the Board frequently meets with in anticipating the wants of a particular district for any time in the future, is forcibly illustrated in the case of the Tremont and Outhwaite districts. Before either building had been occupied six months, steps had to be taken to provide relief buildings for them. These frame or relief rooms as we term them, are made about the same size as those in the brick buildings, are similarly furnished, and in almost every respect are as well adapted to school use. The cost of one of these rooms, ready for furniture is about \$500, that of those in our elaborately constructed brick buildings is about \$3,000. One peculiar advantage of these small frame buildings, which makes them of great value in a rapidly growing city, is, that when business drives residents

from one portion of the city to another, they can be removed to any locality where there is the greatest need for them.

#### CASE AVENUE BUILDING.

During the year a building similar to, and containing the same number of rooms as the Outhwaite house, has been commenced in the Case avenue district, and is now far along toward completion. It will be ready for occupancy on the first day of September next. The contract price of this building, exclusive of heating apparatus and furniture, is \$47,300. It will doubtless be filled during the first six months of its occupancy. The frame buildings now standing on this lot can then be removed to any point where they may be needed.

The claims of the Eighteenth and Twelfth wards for the next large permanent building are urged, but another year will better determine which is entitled to priority. More ample accommodations cannot long be withheld from either, if the policy inaugurated in the past few years is to prevail — that of providing room for all who wish to avail themselves of the advantages of the public schools. The wants of these districts are not, however, so imperative as to demand immediate action.

#### NEW HIGH SCHOOL EDIFICE.

There is another demand more pressing than that from either of these districts, involving higher public interests, and which a judicious management would give the precedence in action. It is the demand for a new High School building on the East Side. The advance of business has driven the inhabitants who send to the Central High School, far to the eastward of its present location. Eighty per cent. of the pupils are east of Erie street, fifty-two per cent. east of Perry street, and not far from twenty per cent. east of Case avenue. Not only is the old Central School house not centrally located, but its site is much better adapted to business than to school purposes. The bustle of trade

has encompassed it. But the chief reason, and one which is conclusive in itself, is, that the old building will no longer afford even tolerable accommodations to the pupils. The session room has been enlarged year after year, until its maximum capacity is reached and taxed to its utmost. Every available corner on the other floors has been transformed into a recitation room, and still some of the classes cannot be sufficiently divided to secure the best results in their instruction. The heating apparatus is not good, the light is poor, the ventilation is very bad, and the condition of the basement, especially the boys' division, is abominable, and not susceptible of much improvement. The lot and the building are alike inadequate; there is little more than standing room for all the scholars in the yard, not to speak of a play ground; and there is not a room in the building where gymnastic or physical exercises can be given with any degree of satisfaction, which, in a school of this character, should be esteemed indispensable.

The subjoined figures, showing the growth of this school for seven years, will, to those who know the building, account largely for this condition of things and show the necessity for prompt action :

For year ending	Entered.	Withdrawn.	Remaining.
September, 1869.....	176	42	134
September, 1870.....	183	34	149
September, 1871.....	186	39	147
September, 1872.....	216	32	184
September, 1873.....	251	37	214
September, 1874.....	307	60	247
September, 1875.....	316	66	250
Current year .....	370	..	...

It will be seen that the attendance has more than doubled in seven years, that three hundred and seventy have entered the current year, and at the same average rate of increase, in September 1878, the earliest time within which a new building

could be completed, four hundred and fifty-one would enter, a number which could not be taught with comfort or advantage in the present building. But in addition to these considerations, which have reference only, or chiefly, to the better accommodation and convenience of the scholars, there are those also of a prudential nature which should constrain us to act in the matter without delay. A central building located on or near the line of Case avenue, and between Euclid avenue and Garden street, would accommodate reasonably well, all the high school pupils on the east side of the river for many years to come. This would obviate the necessity of longer maintaining the East High School, thus cutting off a very considerable item of expense and enabling us to classify and instruct the pupils much more effectively.

The fact that we are compelled to keep up and carry on three separate High Schools—having three distinct sets of teachers, thereby incurring the necessity in some cases, of providing instruction for classes of not more than one or two pupils, and multiplying apparatus, room and other appliances correspondingly, has made our High School system more expensive than any other in the West.

#### COMPARATIVE STATEMENTS.

The following comparative exhibits will show the disadvantages under which we labor in this matter, and its wasteful results. The statistics of 1874 are used. These cities are selected because the work done in their schools is substantially the same as that which is done in our own.

Cities.	Number of Teachers.	Average Daily Attendance.	Average No. of Pupils to a Teacher.
Chicago.....	22	610	28
St. Louis.....	37½	860	23
Cincinnati .....	21.9	739	34
Cleveland .....	18	399	22



This table, however, is only a partial showing, the disparity in incidental expenditures is equally strong against Cleveland. The result of this defect in our system is better shown in the following table, which gives the entire cost of maintaining High Schools in the cities mentioned and the cost per capita on the average daily attendance for the year 1874 :

Cities.	Total cost.	Cost per capita.
Chicago .....	\$41,045 21	\$67 28
St. Louis .....	51,097 93	59 41
Cincinnati.....	38,400 09	51 96
Cleveland .....	30,561 02	76 59

The average cost per capita for the three former cities is \$59.09, while the cost in Cleveland is \$76.59, a difference of over twenty-nine per cent. against Cleveland ; and this, too, notwithstanding the average salary paid in the three cities given is greater than that paid in Cleveland.

In the management of the public schools the primary object of their organization should always be kept in view, that of affording instruction to as many as possible in the essential branches of a common school education.

Though there is authority of law for the establishment of "schools of higher grade," and though a public school system may not be considered complete without provision for advanced grades of instruction, yet, as but a very small number can enjoy the peculiar benefits of this higher instruction, and as all are compelled to contribute to maintain it, the few should not insist that these special privileges should be brought to their doors, especially when it is to be done at the risk of limiting the opportunities of the many for common school instruction.

In maintaining our High School system as now organized, though it may seem to be a necessity, it cannot be disguised that we are spending public money too freely to furnish special advantages to a few without discommoding them. It is a lavish expenditure of public money.

It cost the past year \$5,400 — \$85,17 per capita — to furnish instruction alone, to sixty-four scholars in the East High School. In the Willson avenue district six hundred and thirty-six children were instructed in all the essential branches of a common school education for the same amount, or \$8,92 per capita, and a part of the year there were scholars in the Willson district who could not attend school at all, for want of proper accommodations. That is, we paid \$85,17 to furnish one scholar instruction in the higher branches, and thereby limited the opportunities of ten to enjoy the privilege of a common school education. The foregoing reasons ought to move us to prompt action to secure a central site, and erect a suitable high school building. It should be ready for occupancy as soon as September, 1878. The building should be constructed on a scale of sufficient size to accommodate all the east side of the river for fifteen or twenty years. It should be located not west of Case avenue, nor farther east than Willson, and between Euclid and Scovill avenues. The sale of the Central School property would reimburse the school fund for a considerable portion of the expenditure.

Another pertinent fact which ought not to be omitted in this connection, is that the expense per capita in the Central High School for the same year and on the same basis, was only \$58,75, less than the average of the three, as above.

#### SCHOOL EXPENDITURES.

The protracted depression in business and the consequent scarcity of money, have made taxes a burden and tax payers justly impatient of any seeming extravagance or unnecessary use of public funds; every expenditure is scrutinized and its necessity questioned. This is as it should be, and tends towards economy in public affairs. The present Board of Education has fully appreciated the circumstances under which it has been made the custodian and dispenser of a portion of the people's money, and sought with scrupulous care to secure only what was necessary,

and that at as reasonable expenditure of money as it deemed consistent with good results. What has been expended during the year, and the purpose for which the expense was incurred, are summarized in this, and given in detail in the accompanying report of the clerk. But as there is no absolute standard by which the wisdom of school administration may be tested, it has been deemed proper at this time to show by comparative exhibits of results, how our present school management compares with that of former years; also, how the management of the Cleveland Schools, in respect to the cost of maintenance, compares with that of other cities in the State, and in the United States. Let it be premised that it has been the settled policy of the present Board of Education to provide the necessary accommodations for all who desire to attend school. This has not always been the case with our predecessors. From 1858 to 1867 not one substantial school house was erected for the primary and grammar grades, except the Brownell. The result was given to the City Council in an admirable report prepared by Thomas Jones, Jr., May 15, 1866. One sentence from this report will serve to indicate what the condition of things was. In speaking of one of the districts, he says, among other things: "One primary school is taught in a diminutive nine-by-ten shell, with an enrollment of 190 scholars under one teacher. It is divided into two sections, one section attending in the morning and the other in the afternoon." Other districts were in but little better condition. This brought on the mania for more room, which culminated, in 1867-68-69 and '70, in building the Sterling, Rockwell, St. Clair, Orchard and some smaller buildings.

From 1870 to 1874, only the Washington and three or four small frame houses were constructed—adding from twenty to twenty-five rooms only. Then followed another crisis for want of room. In 1873 and 1874, the school rooms in the 12th and 13th wards could accommodate not more than half the scholars who would have attended school—a number of ill-adapted, rented

rooms partially accommodated the surplus. The same was true of the Willson Avenue District. This periodical neglect to provide room has, of course, always entailed upon the years that immediately succeeded, more than their share of expenditure for building purposes. The three years ending September 1st, 1870, and the two years ending September 1st, 1875, are, therefore, charged with extraordinary expenditures on this account.

The following table has been prepared to show as nearly as is possible the comparative merits of the management of the department during these two periods. This table shows the number of teachers employed, the number of children belonging and the total cost for each year, the average for both periods, and the per cent. of increase, also the average number of new school rooms added each year:

	Average No. of Teachers employed.	Average No. Pupils belonging.	Expenses for all Purposes.
1868.....	160	7,060	\$291,201 00
1869.....	165	7,695	320,644 50
1870.....	177	8,384	303,470 77
1874.....	270	11,161	387,563 50
1875.....	308	14,031	356,095 24
Averages for			
1868-9-70.....	167	7,713	305,105 42
Averages for			
1874-75.....	289	12,596	371,829 37
Per cent. of Increase	73	63	22
Average No. of			Per cent of
Rooms added.....	1868-9-70.	1874-5	Increase.
	28	30.5	9

From this exhibit it appears that the average number of teachers to be paid during the former period was 167, during the latter 289, an increase of 122 or 73 per cent.; that the average number of children to be taught was respectively 7,713 and 12,596, an increase of 4,886, or 63 per cent.; that during the first named period the average annual expenditure for all purposes was \$305,105.42; the last \$371,829.37; an increase of \$66,723.93,

or 22 per cent.; and that the average annual additions to room accommodation for the latter exceed that of the former a little more than 9 per cent. The present management does not certainly suffer in this comparison. While the number of teachers has increased 73 per cent., and the number of children 63 per cent., the cost of furnishing the instruction-room and all other appliances, has increased only 22 per cent.; and, in addition to this, the number of new rooms furnished annually for the two years past, exceeds the average number furnished during the first period more than 9 per cent. Though these figures make a reasonably fair showing, it is not absolutely so, as a greater percentage of the rooms furnished in 1868-9-70, were in permanent structures and consequently more expensive. It should also be stated here that in 1874 and 1875 we were doing much more in the way of instruction, special teachers were employed in drawing and gymnastics, and a new language was taught, the German, in all the grammar and primary grades.

To make this comparison still more satisfactory, the following table has been prepared, which shows the average daily attendance of pupils, the cost for all purposes, including buildings and land, and the cost per capita, annually, for the past eight years:

Years.	Attendance.	Whole Cost.	Cost per Capita.
1868 .....	6,623	\$291,201 00	\$43 96
1869 .....	7,222	320,644 50	44 41
1870 .....	7,765	303,470 77	39 09
1871 .....	8,174	193,980 54	23 73
1872 .....	8,582	209,204 61	24 37
1873 .....	9,676	222,166 74	22 96
1874 .....	11,166	387,563 50	34 70
1875 .....	13,147	356,095 24	27 08
Average for 8 years.....	9,044	285,628 36	31 58
Average for 1868-69-70..	7,203	305,105 42	42 35
Average for 1874-75 .....	12,156	371,829 37	30 58
Cost for 1875.....		356,095 24	27 08

It appears, from this showing, that the average total cost per capita, annually, of maintaining the public schools of Cleveland, for eight years ending August 31st, 1875, including buildings and land, was \$31.58; that the average annual cost for 1868-9 and '70 was \$42.35; for 1874-5 was \$30.58; and for the year ending August 31st, 1875, the cost per capita was \$27.08; showing a reduction in the cost per capita, the year just closed, below the average of the past eight years of \$4.50, or a total saving, estimated upon our average daily attendance (13,147), of \$59,161.50. These statistics also seem to speak decidedly in our favor. But there is another respect in which the school management of the first period mentioned appears especially wasteful, in comparison with the present. The proceeds of \$420,000 city bonds, running from ten to twenty years, were expended during the three years 1868-9 and '70, and the city of Cleveland has already paid \$160,000 interest on these bonds—a sum sufficient to have constructed the Washington, Tremont and Outhwaite school buildings, and to pay for all the frame relief buildings built in the city since 1870. But this is not all: before these bonds mature, \$215,000 additional interest must be paid on them, making the total interest paid by the city on the school bonds issued these three years, from their issue until maturity, \$375,000; a sufficient sum of money to build, furnish and equip, ready for occupancy, six such buildings as the Outhwaite House—the best school accommodations for seven thousand children—the entire increase in daily attendance at the public schools for the past eight years. The change of policy in reference to the issue of bonds for the construction of new school houses was practically inaugurated at the time of constructing the Tremont building, two years ago. It became apparent to the Board, from the rapid growth of the city, that from twelve to fifteen hundred additional children must be provided with school privileges every year; that this demand for rooms must be met annually in order that each year should make entire provision for its own

increase. The Board also concluded that it was as poor economy to borrow money, and create an interest-bearing debt to provide school rooms as it was to pay teachers' salaries. The tax levy was, therefore, slightly increased, and but slightly. The average levy for the years 1868, 1869 and 1870, was 3.9 mills; for 1874 and 1875, 4.1 mills. The difference is, .2 of one mill, which, on our present tax duplicate, would furnish about \$14,000, a trifle over half the annual interest account on the bonds above mentioned, without paying one cent on the principal. But a more satisfactory standard by which to judge our school administration is to compare it with that of other cities, where the scope and quality of instruction correspond as nearly as possible with ours. For this purpose Chicago, Cincinnati and St. Louis have been again selected, and the following table prepared.

## AVERAGE SALARIES.

This table shows the number of teachers employed at the respective salaries, the average salary in each city, including High, Normal, Grammar and Primary Schools:

SALARIES PAID.				
	Chicago.	Cincinnati.	Cleveland.	St. Louis.
\$3,000.....	1	....	1	2
2,600.....	....	2	....	....
2,500.....	6	....	3	....
2,400.....	....	....	....	1
2,250.....	....	....	....	5
2,200.....	22	2	....	14
2,100.....	....	4	....	....
2,000.....	1	4	2	10
1,900.....	....	26	....	....
1,800.....	1	3	3	2
1,700.....	....	1	....	3
1,600.....	....	1	....	....
1,500.....	....	12	....	1
1,400.....	3	....	....	7

	Chicago.	Cincinnati.	Cleveland.	St. Louis.
\$1,300.....	2	19	.....	1
1,200.....	.....	6	6	9
1,100.....	23	11	2	3
1,000.....	16	3	5	8
950.....	3	.....	.....	.....
900.....	7	3	23	49
850.....	.....	1	.....	.....
800.....	74	70	20	5
750.....	318	7	2	67
700.....	.....	190	3	4
650.....	104	33	48	79
600.....	.....	52	46	212
550.....	96	51	64	33
500.....	15	27	18	57
450.....	.....	1	30	.....
400.....	1	1	35	.....
360.....	.....	1	.....	.....

Cities.	Total Teachers.	Average Salaries.
Chicago.....	693	\$799
Cincinnati.....	531	833
Cleveland.....	311	659
St. Louis.....	572	769

From which it appears that our average salary per teacher is \$110 less than that paid in St. Louis, \$140 less than that paid in Chicago, and \$174 less than that paid in Cincinnati. With 311 teachers, therefore, we annually save in grading salaries as we do instead of adopting the basis and rate fixed in St. Louis, \$34,210; Chicago, \$43,540; Cincinnati, \$54,114. It will be understood that the Board does not claim that its scale of salaries is more equitable than that of the cities given. This statement is made simply to show that we are not extravagant in paying exorbitant salaries to teachers, that is, if the salaries paid in other cities is any criterion for us.

To pursue the subject of the cost of maintaining schools one step further, and to answer a question that is not infrequently



raised by citizens, whether we are not injudiciously spending money for supervision of instruction, the following comparative statement of the cost of supervision in the cities specified, has been prepared. The same cities are cited as before, and one additional. The table shows the average daily attendance, the total cost of supervision and the cost per capita:

Cities.	Average daily Attendance.	Whole cost of Supervision.	Cost per Capita.
Chicago .....	32,999	\$50,000	\$1 52
St. Louis.....	23,105	40,575	1 76
Cincinnati.....	20,728	49,800	2 40
Indianapolis .....	6,283	8,700	1 38
Cleveland .....	13,147	13,100	99

From this showing, it is obvious that in this branch of the work also the tendency of Cleveland is to frugality rather than waste. These statistics for the first four cities, except Chicago, are taken from their own reports of the cost of supervision, those for Chicago are obtained by computing the cost there of the work which we classify as supervision. Care has been taken to make this statement absolutely impartial. Special teachers of music, drawing, &c., are not included, as these teachers are not supervisors but are constantly engaged in giving instruction; nor are principals of buildings who have charge of classes, included, inasmuch as no part of their work can be regarded as supervision.

It is not asserted, however, that the least possible expenditure for supervision of school work is the wisest economy. As reasonably could we expect satisfactory results were we to dispense with the colonel, captain and corporal, and let the work of squad, company and regiment be directed by the general of the army, as to look for the successful management of a system of schools furnishing instruction to twenty thousand children, with but one general superintendent to plan all the work and direct the execution of it in all its details.

Few fully appreciate what a subtle enemy error in the minds of children is, and how powerful an ally it has in careless, incorrect teaching. The impress made by the teacher upon the child's mind often marks him through life, and the fact that it is error, does not make it the less distinct or permanent. In every large corps of teachers there will be inexperienced and unskillful ones—error will be permitted and even taught—and therefore it is of the last importance to have skillful subordinate supervisors stationed all along the line to detect and foil the enemy.

FROM THE UNITED STATES COMMISSIONER'S REPORT.

To make this comparative statement of expenditures still more comprehensive and complete, the subjoined table has been prepared from figures given in the last annual report published by the United States Commissioner of Education. It shows the total cost per capita, based on the average daily attendance, for all purposes, in twenty-three of the leading cities of the United States:

	AVERAGE EXPENSE PER CAPITA.			COMPARED WITH CLEVELAND.	
	Supervision and In- struction based on Average Daily Attendance .....	Incidental or Con- tingent Expenses based on Average Daily Attendance	Total Cost per Cap- ita.....	Greater than Clevel- and.....	Less than Clevel- and.....
Alleghany .....	\$13 55	\$5 78	\$19 33		\$1 39
Baltimore .....	17 37	4 52	21 89	\$1 17	
Boston .....	23 44	7 96	31 40	10 68	
Chicago .....	16 73	3 33	20 06		66
Cincinnati .....	19 84	4 50	24 34	3 62	
Cleveland .....	15 79	4 93	20 72		
Columbus .....	15 96	6 22	22 18	1 46	
Dayton .....	19 28	6 30	25 58	4 86	
Detroit .....	12 42	6 20	18 62		2 10
Fort Wayne .....	17 87	6 58	24 45	3 73	
Indianapolis .....	16 25	4 67	20 92	20	
New Haven .....	18 09	4 72	22 81	2 09	
Newark .....	15 00	4 92	19 92		80
New York .....	21 62	7 76	29 38	8 66	
New Orleans .....	22 22	6 04	28 26	7 54	
Pittsburgh .....	19 13	6 02	25 15	4 43	
Rochester .....	16 26	8 68	24 94	4 22	
St. Louis .....	20 92	9 20	30 12	9 40	
San Francisco .....	26 36	7 42	33 78	13 06	
Springfield, Mass .....	21 83	8 56	30 39	9 67	
Toledo .....	16 08	6 82	22 90	2 18	
Worcester .....	17 24	5 68	22 92	2 20	
Zanesville .....	17 59	7 24	24 83	4 11	

From which it appears that in *eighteen* of these cities the cost per capita exceeds that in Cleveland—the most of them largely—while in only *four* is it less, and but a trifle. In reality the cost is less in but three of these cities. In his last annual

report the President of the Chicago School Board says: "Of the large number in attendance last year some 10,000 could be given only half day sessions owing to the want of school room." Had these children been given full day sessions the per capita cost in Chicago would have considerably exceeded ours.

It is hoped the fact will not be overlooked, that of the six cities of Ohio in the above table the expenditure in Cleveland is decidedly the lowest.

The attention of tax payers is respectfully invited to a careful consideration of these comparative exhibits, especially those whose want of information on the subject has betrayed them into uncharitable criticism of the management of our school department.

#### THE CONDITION AND WORK OF THE SCHOOLS.

The work performed during the year may be learned from the accompanying reports of the Superintendent of Instruction and the supervising principals of the districts and departments. The tables which are attached to the report of the Superintendent, are, as usual, full of information — every fact of importance respecting the condition of the schools susceptible of tabular exhibit, is clearly set forth in them. All Mr. Rickoff's statistics are prepared with great care, and have the rare excellence of being reliable.

The following summary is from the report of the Superintendent.

#### SCHOOL CHILDREN.

Enumeration of children between 5 and 21 years of age.....	48,561
Gain over preceding year.....	3,558
Gain per cent.....	7.9

#### PUPILS.

	Higher Schools.	Grammar and Primary.	Total.
Whole number entered school during year	615	19,090	19,705
Average number belonging.....	520.2	13,510.8	14,031
Average daily attendance.....	497	12,650	13,147

## TEACHERS.

The average number of teachers employed during the year is given below :

	Men.	Women.	Total
Higher Schools, (Normal and High) .....	11	11	22
Grammar and Primary.....	1	270	271
German Teachers (Special) .....	10	5	15
Special Teachers — Music .....	1	...	1
“ “ Penmanship .....	1	...	1
“ “ Drawing .....	2	...	2
“ “ Gymnastics.....	1	...	1
Supervision: Superintendent.....	1	...	1
“ Assistant Superintendents.....	2	2	4
	—	—	—
Total .....	30	288	318

## SALARIES.

Our schedule of salaries is the same, substantially, as it has been for several years ; the lowest paid is \$400 ; each year's experience with reasonable success raising it \$50, until it reaches \$550. On evidence of decided excellence, some are advanced to \$600 and \$650. All other salaries are determined by position.

The following statement shows the number of teachers employed at the respective salaries.

The number of teachers employed, whose salaries are determined by experience and success, and the salaries they receive. are :

Salaries.	Teachers.
\$600 .....	47
650 .....	44
	—
Total number .....	91

The number whose salaries are determined by experience only, and the salaries paid, are as follows :

Salaries.	Teachers.
\$400 .....	29
450 .....	26
500 .....	22
550 .....	78
<hr/>	
Total number .....	155

The number whose salaries are determined by the position they occupy, including superintendents, and the salaries paid, are as follows :

Salaries.	Teachers.
\$4 000 .....	1
3,000 .....	1
2,500 .....	6
2,250 .....	1
2,000 .....	3
1,800 .....	3
1,400 .....	1
1,200 .....	6
1,100 .....	3
1,000 .....	6
900 .....	21
800 .....	21
750 .....	2
700 .....	3
<hr/>	
Total number .....	78

The most important innovation made in the work of the schools the past few years, is that of making voice-culture and expression — oral and written — a distinctive department of work, with special instructors. In the primary schools for several years special teachers have been employed to prepare and assist in giving object and language lessons. These lessons are both oral and written — the oral first, and the written following as close upon them as the child's ability to perform written exercises will justify, and then continuing through the higher grades, a sort of parallel series, but neither allowed to usurp the place of or infringe upon the other.

The excellent effect of this kind of teaching is everywhere manifesting itself. You have only to enter into conversation with the little eight-year-olds who have had two years of this training, to appreciate the results. An ordinary picture placed before a class of these little ones will be interpreted to its remotest suggestion, and often in language that would improve the vocabulary of some of their instructors. As a means of discipline and development, these lessons are second to almost no others, and when enlarged and elaborated to adapt them to the higher grades, their utility in imparting that knowledge and culture which fits for every day's experience in life, cannot be overestimated.

In the High Schools, of course, this work should culminate in the most skillful instruction in Elocution and Composition, given by teachers especially qualified, and whose entire time and energies should be devoted to perfecting its methods. Until two years ago, however, the work of giving instruction in English Composition and Speaking in the High Schools was performed in an irregular, fragmentary way, at intervals between what was termed regular work, by teachers who regarded it as a sort of test of their patience and endurance, and who did not think of holding themselves responsible for results. The experiment made in placing this instruction in charge of special teachers, has, in the High Schools, proved eminently successful. The plan adopted for this work, was given in detail in the report of Mr. Williams one year ago ; its results are distinctly manifested in all the exercises of this department. It is to be hoped that still more attention will in the future be given to this work, and that the department will be enlarged and strengthened.

#### THE GERMAN DEPARTMENT.

In 1877 instruction in the German language was introduced into the Grammar and Primary Schools. It was first introduced in certain districts and under various restrictions and limitations.

The language is now taught in every district where a suffi-

cient number of pupils are found who desire such instruction.

Great difficulty was experienced in the outset to so classify the children of German and English speaking parents as to afford proper instruction at reasonable cost. Even now this is a constant source of embarrassment to the department in some of the grades; in others it has been nearly overcome. We are, however, making perceptible progress in removing all obstacles, and every year brings additional evidence of ultimate success in this important branch of our work. A special superintendent of the department has been employed the current year, which, considering the eminent qualifications of the gentleman for the position, will doubtless add materially to its efficiency. Our most pressing need here, however, is a greater number of skillful teachers. The young ladies of German parentage, who have been educated in our public schools, are among our best German teachers—the services of several of them are exceedingly valuable to us, as they teach both German and English with almost equal facility and with flattering results.

It would be an excellent plan to provide, in some way, in our Normal School for a German Class, especially for the training of teachers for this department.

To show how this branch of instruction has grown in favor since its introduction, the following statement is submitted.

The table gives the number of pupils in attendance each year since its inauguration, and their parentage.

Years.	Whole Number of Pupils Studying German.	Number of German Parentage.	Number of English Parentage.
1870	600		
1871	1680		
1872	3426	2250	1176
1873	3664	2479	1185
1874	4584	2909	1675
1875	5146	3438	1708



It appears that about one-third of the pupils in the public schools are studying German.

To answer the question often asked by citizens, whether the study of the German does not interfere with progress in other branches, the annexed table has been prepared, which gives the whole number from the Grammar Schools examined for admission to the High Schools for three years past, the number who had, and had not been studying German, and the per cent. of each who passed the examination—in all branches—and were admitted :

YEARS.	Whole Number from Grammar Schools Examined.	Number who had studied German.	Number who had not studied German.	WHOLE NO. WHO PASSED EXAMIN'N.		PER CENT. WHO PASSED EXAMIN'N.	
				Who had studied German.	Who had not studied German.	Who had studied German.	Who had not studied German.
1873	244	135	109	123	85	91	78
1874	252	115	137	108	114	94	82
1875	315	182	133	157	101	86½	76
Average per cent. for three years.....						90.4	78.6

This exhibit certainly seems to indicate that the study of the German language is no detriment to other studies ; indeed. it suggests the question (if it does not answer it), whether it does not make the student stronger in all his other work.

The extra cost of this addition to our course of study in the Grammar and Primary grades is, of course, a matter of interest to every tax-payer. As accurate an estimate as can well be made is, therefore, submitted below. It is based upon the number of children pursuing the study and the number of extra teachers employed on this account in the month of October of the last school year.

Whole number of pupils studying German, .....	4,968.
Total salaries paid extra German teachers, estimated as above, .....	\$11,320 00.
Extra cost per capita, .....	2 27.

The extra cost for the current year is somewhat less, and it will doubtless be still further reduced as the classification of scholars becomes more nearly perfect.

For a particular account of this work, the very excellent report of Mr. Klemm, superintendent of the department, should be consulted.

#### THE NORMAL SCHOOL.

The want of a Normal School to instruct inexperienced applicants for positions in the actual work of teaching, before entrusting them with the entire management of schools, and paying them for worthless or unsatisfactory service, had been felt and deplored for years. Such a school was established at the beginning of the year just closed. The first year's experience has insured its success. The school opened in the Eagle street building, with Mr. Alexander Forbes as Principal, and Misses Stephan and Berger as Training-teachers. Four schools in the building were put in charge of these two ladies, and the normal scholars, who received theoretical instruction in the room of the Principal, were sent into these schools to be trained in the practice of teaching.

During the year, fifty pupils entered, and at its close, twenty-six passed the final examination—an exceptionally thorough one—and were graduated. Nearly, if not quite, all these are employed as teachers the current year, and the excellence of the work they are doing fully justifies the Board in incurring the trifling expense of maintaining the school.

A two years' course of study has been adopted for this school. The conditions of admission are as follows :

- 1st. Graduation from the Cleveland City High Schools.
- 2d. A certificate from the City Board of Examiners of Teachers.

3d. A certificate from the County Board of Examiners, and one year's experience in teaching.

Non-residents and persons over twenty-one years of age are required to pay a tuition fee of \$20.00 per annum.

No one is admitted under sixteen years of age.

The report of the Principal, Mr. Forbes, which accompanies this, will give a particular account of the operations of the school.

#### THE PUBLIC LIBRARY.

The receipts and disbursements on account of the Library the past year were as follows :

##### RECEIPTS.

Balance on hand Aug. 31st, 1874 .....	\$6,271 23
Tax Levy, first installment .....	4,262 26
Tax Levy, second installment .....	2,859 10
Total.....	\$13,392 59

##### DISBURSEMENTS.

For Books.....	\$3,976 61
For Binding.....	1,350 53
Balance on hand Aug. 31st, 1875 .....	8,065 45
Total.....	\$13,392 59

The total number of books reported by the Librarian as belonging to the Library, August 31st, 1874, was 20,415. The number of volumes added from August 31st, 1874 to August 31st, 1875, was 2,493. This number would doubtless have been much larger, had not the book dealers entered into a compact to keep up prices, and compelled us in self defence to delay making the purchases which our funds justified. Adding the number of volumes purchased during the year to the number reported as belonging August 31st, 1874, and there should be, August 31st, 1875, 22,908 volumes in the Library, in all its departments. Actual count, however, by the new Librarian, in September, 1875,

made the number only 19,680. These facts are conclusive that we have had an exceptionally bad system of recording accessions to the Library, or an exceptionally good system of issuing books, to afford opportunity to unscrupulous persons to carry them off without any record whatever. In either case, it is the duty of the Library Committee to give this matter prompt attention.

Just prior to securing the new City Hall, the Board of Education had made a lease for a term of five years, for rooms for the Library, in the new Clark Block, on Superior street, at an annual rental of \$2,500. It was thought by the authorities that the interests and convenience of the public would be consulted by moving the Library to the new City Building — a compromise was therefore effected with the lessor of the Clark Building, by the terms of which the Board of Education guaranteed the payment of the rent under the lease, from October, 1875, the time of removal, until April, 1876, and was released from the covenants of the lease for the remainder of the term. The apartments assigned the Library in the City Building, are unusually good ones for the purpose. Nearly all the rooms are well lighted, and their shape is such as to make every part of them available for comfortable use. The reading room and those occupied by the circulating library are so easily accessible, as to leave nothing further to be desired in the way of eligible locality.

At the commencement of the year just closed, Mr. Oviatt, who had been our Librarian since the first establishment of the Public Library, was compelled, on account of declining health, to withdraw from that position. Mr. Oviatt's extensive reading and remarkable acquaintance with books, made his services very valuable, and many felt and regretted their loss. Mr. I. L. Beardsley was elected his successor. Mr. Beardsley has taken hold of the work with energy, and is making every effort to secure such system and enforce such regulations as will best protect the library and accommodate the public. The catalogue,

for which the patrons have so long and patiently waited, is still unfinished, but, it is believed, will be published the present season.

The popularity of the library is unabated, indeed, seems constantly to increase. The rooms are almost always thronged. This eager demand for books, if it were prompted by an intelligent desire to acquire useful knowledge, or, if the reading resulted, principally, in the higher culture of the people, would of course, receive the unqualified sanction and encouragement of every one. The fact, however, that fifty-four per cent. of all books read are works of fiction, and that a very large ratio of the readers are boys and girls from ten to eighteen years of age, many of whom read from one to four books a week, suggests the question, whether this reading is not chiefly to satisfy, and does not directly tend to induce, unnatural appetite for exaggeration, without regard to the lesson sought to be impressed; and whether it will not result, finally, in intellectual dissipation rather than intelligence. The business of persons of the age referred to, should be the work of the school room. Does not this constant and indiscriminate reading of fiction usurp its place? — the increase of appetite, growing on what it feeds on — resulting, not in minds disciplined and equipped for work, but untrained, seeking and only satisfied with unprofitable amusement.

In a majority of cases where school work is neglected, this practice prevails. Unless parents give this matter attention, the Board of Education, as I think, will be compelled to adopt more rigorous rules to limit the number of books issued youths of school age.

#### SCHOOL PROPERTY.

The property table which accompanies this report, is a classified exhibit of the real property, furniture and fixtures belonging to the School Department. It shows the locality and dimensions of the lots and buildings, and the kind and amount

of furniture and apparatus. It also gives, as nearly as can be ascertained, the cost of all, and the estimated value. The furniture statistics are worthy special attention. There are over sixteen thousand sittings, and of these, more than fifteen thousand are the best style of single seats and desks. The change a decade has wrought in the style and quality of our school furniture, is not only an excellent index of the progress made in its better adaptation to the convenience and health of the children, but it furnishes a satisfactory explanation of large items of expenditure during this period. Ten years ago, not more than one thousand pupils were accommodated with single seats and desks — more than half the balance, all the lower grades — were packed in small chairs, without rest or support of any kind — a condition entirely inconsistent with proper physical development or comfort. No expenditure has been more judiciously made in this department, and could the Board of Education be induced to give as much attention the next few years to the proper ventilation of school rooms, it would be entitled to the gratitude of the people.

#### CONCLUSION.

In conclusion, it can be safely said that the history of the Cleveland schools does not furnish an example of another year's work better or more satisfactorily done than the one just closed.

The organization of the schools and the classification of the work in them, are becoming more nearly perfect every year, and the execution of the work by the teachers is as surely and constantly advancing to a higher state of excellence.

The Superintendent's power to organize and classify is equalled by his success in securing the execution of the work in the schools. The work of each teacher or set of teachers is laid out, and the system of supervision is such that there cannot be a weak point in any department but it is at once known at headquarters, and the necessary relief furnished.

The spirit of our teachers is admirable ; no petty jealousies divide them; their energies are united and controlled by a common purpose, and, emulating without disparaging each others achievements, they prosecute their purpose with persistent effort, satisfied only with success. It would be difficult to find another set of employes whose zeal was more constant, and whose fidelity more enduring.

With such devotion to duty on the part of our teachers, and with so much discretion in supervising and directing their energies, it will be the fault of the Board of Education, if the standard of public instruction in Cleveland is not kept at the high level it now occupies. The present Board fully appreciates the extraordinary responsibility resting upon it, and is determined to let no partisan considerations, no sectarian prejudices, nor the imaginary constraints of false economy prevail to prevent the efficient administration of this high trust.

M. G. WATTERSON,

*President.*

## Showing School Property:—Site, Location and Estimated Value of Sites, Cost of Buildings, Furniture, etc.

September 1, 1876.

SCHOOL BUILDINGS.	LOCATION AND SIZE OF LOTS.	Date of Rec-tion.	Estimated Value of Sites.	Number of Rooms.	Number of Seats.	Cost of Buildings and Improve-ments.	How Seated.	Value of Furniture.	How Heated.	Cost of Heating Fix-tures.	TOTAL VALUE OF PROPERTY.
Prospect . .	On P., near Sheriff; 50 on P. by 135.2 on Prospect Alley. School Offices.	1836	\$25,000	..	..	\$ 5,000	..	\$1,000	{ Stoves and } Grates . .	\$ 150	\$ 31,150
Central High	On Euclid, bet. Erie and Sheriff; 104 on Euclid by 197 . . . . .	1856	60,000	12	334	35,000	Single Desks.	2,491	Furnace . .	3,000	100,491
West High .	At intersection of Ann and State; 104 $\frac{1}{2}$ on Ann and State by 84 rear line . .	1861	10,000	9	148	27,166	Single Desks.	1,265	Furnace . .	2,000	40,431
East High } and Bolton }	Facing Bolton and Bell, bet. Cedar and Euclid; 200 on B. and B. by 380 . .	1868	24,000	9	393	36,000	Single Desks.	2,085	Furnace . .	575	62,660
Alabama . .	Cor. St. Clair and Alabama; 100 on St Clair by 150 on Alabama. . . . .	1858	12,000	9	168	20,000	Single Desks.	350	Stoves. . .	135	32,485
Brownell . .	On Brownell, cor. Sumner; 124 $\frac{1}{2}$ on Brownell by 273 $\frac{1}{2}$ on Sumner . . .	1865	25,000	22	1,230	42,000	Single Desks.	3,168	Steam. . .	7 100	77,268
Case . . . .	Cor. Case and Cooper; 152 $\frac{1}{2}$ on Case by 298 $\frac{1}{2}$ on Cooper . . . . .	1865	12,000	11	706	4,470	{ Single Desks } and Chairs }	1,206	Stoves. . .	150	17,826
Charter Oak	On Broadway, near Ashbel; 188 $\frac{1}{2}$ on Broadway; mean depth, 193 $\frac{1}{2}$ feet . .	1870	4,000	2	94	4,000	Single Desks.	181	Stoves. . .	40	8,221
Clark . . . .	Cor. Clark and Hamburg; 120 on Clark by 276 on Hamburg . . . . .	1873	5,000	4	243	3,020	{ Single Desks } and Chairs }	355	Stoves. . .	60	8,435
Crawford . .	On Crawford, cor. Doan; 165 on Doan by 140 on Crawford; west line, 115 ft. .	..	1,500	1	38	500	Double Desks	75	Stove . . .	15	2,090
Dunham . .	On Dunham, (west side), bet. Beecher and March; 48 on Dunham by 132.8 .	1871	2,160	1	34	500	Double Desks	67	Stove . . .	15	2,742
"	On Dunham, (east side), bet. Beecher and March; 128 on Dunham by 170. .	..	5,760	..	..	..	No Building .	..	..	..	5,760
	CARRIED FORWARD . . . . .	..	\$186,420	80	3,388	\$177,656	..	\$12,243	..	\$13,240	\$389,559



TABLE—Showing School Property, etc.—CONTINUED.

SCHOOL BUILDINGS.	LOCATION AND SIZE OF LOTS.	Date of Erection.	Estimated Present Value of Sites.	Number of Rooms.	Number of Seats.	Cost of Buildings and Improvements.	How Seated.	Value of Furniture.	How Heated.	Cost of Heating Fixtures.	TOTAL VALUE OF PROPERTY.
	BROUGHT FORWARD . . . . .		\$186,420	80	3,388	\$177,656	. . . . .	\$12,243	. . . . .	\$13,240	\$389,559
Euclid . . .	On Euclid, near Fairmount; 99 on Euclid by 450. . . . .	1855	19,800	3	154	2,500	Single Desks.	305	Stoves . . .	45	22,650
Eagle . . .	On Eagle, bet. Woodland and Erie; 100 on Eagle by 175 . . . . .	1855	16,000	9	495	20,600	S. & D. Desks.	1,141	Stoves. . .	135	37,966
Fairmount .	On Fairmount, near Euclid; 140 on Fairmount by 223 . . . . .	1874	11,200	4	228	2,618	Single Desks.	643	Stoves. . .	60	14,521
Garden. . .	Cor. Garden and Ashland; 160 on Garden by 190 on Ashland. . . . .	1870	6,400	4	95	7,500	Single Desks.	193	Stoves. . .	60	14,153
Gordon. . .	On Gordon, cor. Pear; 125 on Gordon by 227 $\frac{1}{2}$ on Pear . . . . .	1873	12,000	2	120	2,300	Desks & Chairs	123	Stoves. . .	30	14,453
Hicks . . .	On Hicks, bet. Bridge and Lorain; 132 on Hicks by 156. . . . .	1858	9,500	14	838	19,545	{ S. & D. Desks } { and Chairs }	1,675	Stoves. . .	165	30,885
Independence	On Ind., bet. Covert and Deveny; 134 $\frac{1}{2}$ on Ind.; mean depth, 140 $\frac{1}{2}$ ft. . . . .	1871	1,500	1	48	1,000	Double Desks	92	Stoves. . .	15	2,607
Kentucky .	On Kentucky, cor. Reservoir; 120 on Kentucky by 198 on Reservoir . . . . .	1852	12,000	14	729	33,039	Single Desks.	2,124	Furnace . .	5,162	52,325
Kinsman. .	On Kinsman, near Madison; 115 $\frac{1}{2}$ on Kinsman by 153 $\frac{1}{2}$ . . . . .	1873	1,470	2	60	2,000	Single Desks.	116	Stoves. . .	15	3,601
Madison . .	On Madison, bet. Superior and St. Clair; 218 $\frac{1}{2}$ on Madison by 407. . . . .	1873	5,400	2	87	3,500	Single Desks.	168	Stoves. . .	30	9,098
Marion. . .	On Marion, cor. Sket; 70 on Marion by 125 on Sked . . . . .	1873	6,000	2	50	400	Chairs. . . .	30	Stove . . .	15	6,445
Mayflower .	Cor. Mayflower and Orange; 99 on Orange by 250 on Mayflower . . . . .	1854	23,000	23	1,319	41,393	{ Single Desks } { and Chairs }	3,100	Steam . . .	5,020	72,513
Meyer . . .	Cor., Brighton and Meyer; 130 on Brighton by 157 $\frac{1}{2}$ on Meyer . . . . .	1870	3,250	3	112	5,000	S. & D. Desks.	219	Stoves. . .	45	8,514
North . . .	Cor. Union and Broadway; 66 on										

City and State	Locality	Acres	1880	1885	1890	1895	1900	1905	1910	1915	1920	1925	1930	1935	1940	1945	1950	1955	1960	1965	1970	1975	1980	1985	1990	1995	2000	2005	2010	2015	2020	2025	2030	2035	2040	2045	2050	2055	2060	2065	2070	2075	2080	2085	2090	2095	2100	2105	2110	2115	2120	2125	2130	2135	2140	2145	2150	2155	2160	2165	2170	2175	2180	2185	2190	2195	2200	2205	2210	2215	2220	2225	2230	2235	2240	2245	2250	2255	2260	2265	2270	2275	2280	2285	2290	2295	2300	2305	2310	2315	2320	2325	2330	2335	2340	2345	2350	2355	2360	2365	2370	2375	2380	2385	2390	2395	2400	2405	2410	2415	2420	2425	2430	2435	2440	2445	2450	2455	2460	2465	2470	2475	2480	2485	2490	2495	2500	2505	2510	2515	2520	2525	2530	2535	2540	2545	2550	2555	2560	2565	2570	2575	2580	2585	2590	2595	2600	2605	2610	2615	2620	2625	2630	2635	2640	2645	2650	2655	2660	2665	2670	2675	2680	2685	2690	2695	2700	2705	2710	2715	2720	2725	2730	2735	2740	2745	2750	2755	2760	2765	2770	2775	2780	2785	2790	2795	2800	2805	2810	2815	2820	2825	2830	2835	2840	2845	2850	2855	2860	2865	2870	2875	2880	2885	2890	2895	2900	2905	2910	2915	2920	2925	2930	2935	2940	2945	2950	2955	2960	2965	2970	2975	2980	2985	2990	2995	3000	3005	3010	3015	3020	3025	3030	3035	3040	3045	3050	3055	3060	3065	3070	3075	3080	3085	3090	3095	3100	3105	3110	3115	3120	3125	3130	3135	3140	3145	3150	3155	3160	3165	3170	3175	3180	3185	3190	3195	3200	3205	3210	3215	3220	3225	3230	3235	3240	3245	3250	3255	3260	3265	3270	3275	3280	3285	3290	3295	3300	3305	3310	3315	3320	3325	3330	3335	3340	3345	3350	3355	3360	3365	3370	3375	3380	3385	3390	3395	3400	3405	3410	3415	3420	3425	3430	3435	3440	3445	3450	3455	3460	3465	3470	3475	3480	3485	3490	3495	3500	3505	3510	3515	3520	3525	3530	3535	3540	3545	3550	3555	3560	3565	3570	3575	3580	3585	3590	3595	3600	3605	3610	3615	3620	3625	3630	3635	3640	3645	3650	3655	3660	3665	3670	3675	3680	3685	3690	3695	3700	3705	3710	3715	3720	3725	3730	3735	3740	3745	3750	3755	3760	3765	3770	3775	3780	3785	3790	3795	3800	3805	3810	3815	3820	3825	3830	3835	3840	3845	3850	3855	3860	3865	3870	3875	3880	3885	3890	3895	3900	3905	3910	3915	3920	3925	3930	3935	3940	3945	3950	3955	3960	3965	3970	3975	3980	3985	3990	3995	4000	4005	4010	4015	4020	4025	4030	4035	4040	4045	4050	4055	4060	4065	4070	4075	4080	4085	4090	4095	4100	4105	4110	4115	4120	4125	4130	4
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# Secretary's Report.



# SECRETARY'S REPORT.

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*To the Honorable, the Board of Education :*

GENTLEMEN: A statement in detail of the Receipts and Expenditures of the different Schools for the year ending August 31st, 1875, is herewith respectfully submitted.

THOS. R. WHITEHEAD,  
*Clerk.*

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## RECEIPTS.

Balance on hand August 31, 1874, (as shown by report,) . . . . .	\$ 24,509 16	
August Bills not included in Expenditures for 1874 . . . . .	14,527 33	
		\$39,036 49
LOCAL TAX LEVY—		
First Installment . . . . .	\$191,801 67	
Second Installment . . . . .	128,659 71	
		320,461 38
STATE APPROPRIATION—		
First Installment . . . . .	36,990 07	
Second Installment . . . . .	32,814 40	
		69,804 47
SALE OF SCHOOL PROPERTY, and Miscellaneous Receipts . . . .		67,872 33
TOTAL RECEIPTS . . . . .	\$497,174 67	

## DISBURSEMENTS.

TOTAL EXPENDITURE for the year, Aug. 31, 1875, \$356,095 24	
Balance on hand . . . . .	141,079 43
	\$497,174 67

## CLASSIFICATION OF EXPENDITURES.

Salaries of Superintendents and Teachers . . .	\$222,033 03	
Tuition in Industrial School . . . . .	1,000 01	
Salaries of Officers of Board . . . . .	4,506 00	
Salary of Superintendent's Clerk . . . . .	608 33	
Salaries of Librarian and Assistants . . . . .	6,056 84	
Salaries of Janitors . . . . .	14,905 00	
Evening Schools . . . . .	668 46	
Mute School (for three months) . . . . .	210 00	
Fuel . . . . .	10,244 22	
Repairs . . . . .	12,423 61	
Supplies . . . . .	4,244 19	
Furniture . . . . .	8,237 41	
Heating Fixtures . . . . .	11,125 50	
Insurance . . . . .	1,867 50	
Rent . . . . .	4,058 56	
Taxes . . . . .	753 40	
Census . . . . .	904 90	
Gas . . . . .	366 22	
Board of Examiners . . . . .	490 00	
Printing and Binding . . . . .	1,930 85	
Commencement Expenses . . . . .	808 85	
Interest on Temporary Loan . . . . .	2,424 49	
Normal School Commencement . . . . .	85 50	
Advertising . . . . .	1,192 57	
Land and Construction . . . . .	40,447 58	
Paving, etc. . . . .	1,029 97	
Gas Fixtures . . . . .	108 67	
Grading Lots . . . . .	149 73	
Water Connections . . . . .	29 71	
Newburgh Bonds . . . . .	2,783 42	
Treasurer of Newburgh . . . . .	108 68	
Drawing Models, etc. . . . .	236 79	
Miscellaneous Bills . . . . .	55 25	
		\$356,095 24
Balance on hand August 31, 1875 . . . . .		141,079 43
<b>TOTAL . . . . .</b>		<b>\$497,174 67</b>

DETAILED STATEMENT OF EXPENDITURES.

*Central High School—*

	Current Expenses.	Land, Construc- tion and Perma- nent Imp'm'ts.
Tuition . . . . .	\$14,198 00	
Janitor . . . . .	557 50	
Fuel . . . . .	542 48	
Repairs . . . . .	222 46	
Supplies . . . . .	172 98	
Furniture . . . . .		\$56 20
Partitions . . . . .		643 89
Heating Fixtures . . . . .	59 98	
Gas . . . . .	27 56	
Commencement Expenses . . . . .	404 78	
Total . . . . .	\$16,885 83	\$700 09

*West High School—*

Tuition . . . . .	\$8,960 00	
Janitor . . . . .	485 00	
Fuel . . . . .	229 40	
Repairs . . . . .	144 93	
Supplies . . . . .	72 56	
Furniture . . . . .		\$804 40
Partitions . . . . .		561 27
Heating Fixtures . . . . .	43 36	
Gas . . . . .	12 86	
Commencement Expenses . . . . .	184 73	
Water Connections . . . . .		29 71
Total . . . . .	\$11,528 22	\$1,395 38

*East High School—*

Tuition . . . . .	\$5,400 00
Janitor . . . . .	240 00
Fuel . . . . .	402 39
Repairs . . . . .	270 51
Supplies . . . . .	139 70
Furniture . . . . .	48 90
Commencement Expenses . . . . .	219 34
Total . . . . .	\$6,720 84



*Mayflower Street School—*

	Current Expenses.	Land, Construction and Permanent Imp'm'ts.
Tuition . . . . .	\$12,519 25	
Janitor . . . . .	1,035 00	
Fuel . . . . .	490 79	
Repairs . . . . .	211 17	
Supplies . . . . .	87 67	
Furniture . . . . .		\$42 09
Heating Fixtures . . . . .		246 04
Rent . . . . .		225 00
Insurance . . . . .	7 50	
Extending Water Pipe, Fences, etc. . .		135 50
Total . . . . \$15,000 01 . . .	\$14,351 38	\$648 63

*Kinsuan Street School—*

Tuition . . . . .	\$550 00	
Janitor . . . . .	39 00	
Fuel . . . . .	24 45	
Repairs . . . . .	59 64	
Supplies . . . . .	12 92	
Insurance . . . . .	36 00	
Making Deeds . . . . .		\$10 00
Grading Lot . . . . .		20 00
Building Out-House . . . . .		39 90
Total . . . . \$791 91 . . .	\$722 01	\$69 90

*Woodland Avenue School—*

Tuition . . . . .	\$1,090 00	
Janitor . . . . .	78 00	
Fuel . . . . .	47 19	
Repairs . . . . .	127 15	
Supplies . . . . .	24 52	
Furniture . . . . .	12 00	
Insurance . . . . .	36 00	
Heating Fixtures . . . . .	13 36	
Total . . . . .	\$1,428 22	

*Brownell Street School—*

	Current Expenses.	Land, Construction and Permanent Imp'm'ts.
Tuition . . . . .	\$16,642 75	
Janitor . . . . .	1,090 00	
Fuel . . . . .	1,184 06	
Repairs . . . . .	180 03	
Supplies . . . . .	128 70	
Furniture . . . . .		\$212 53
Heating Fixtures . . . . .	92 29	
Gas . . . . .	31 21	
Insurance . . . . .	7 50	
Grading Lots . . . . .		78 65
Total . . . . .	\$19,647 72	\$291 18

*Eagle Street School—*

Tuition . . . . .	\$3,984 88	
Janitor . . . . .	468 00	
Fuel . . . . .	227 00	
Repairs . . . . .	94 34	
Supplies . . . . .	73 55	
Furniture . . . . .		\$217 04
Partitions, etc. . . . .		670 53
Heating Fixtures . . . . .	8 25	
Total . . . . .	\$5,743 59	\$887 57

*Kentucky Street School—*

Tuition . . . . .	\$10,580 75	
Janitor . . . . .	761 50	
Fuel . . . . .	840 67	
Repairs . . . . .	97 23	
Supplies . . . . .	72 64	
Furniture . . . . .		\$147 02
Heating Fixtures . . . . .		1,580 79
Insurance . . . . .	25 50	
Advertising . . . . .		50 00
Flagging . . . . .		135 51
Total . . . . .	14,291 61	\$1,913 32

*Hicks Street School—*

	Current Expenses.	Land, Construction and Permanent Imp'm'ts.
Tuition . . . . .	\$6,429 00	
Janitor . . . . .	578 00	
Fuel . . . . .	284 90	
Repairs . . . . .	133 17	
Supplies . . . . .	49 75	
Furniture . . . . .		\$630 20
Heating Fixtures . . . . .	57 61	51 90
Construction . . . . .		4,642 85
Insurance . . . . .	122 50	
Advertising . . . . .		25 00
Out-House, Painting, etc. . . . .		196 59
Total . . . . \$13,201 47 . . . .	\$7,654 93	\$5,546 54

*Newburgh High School—*

Tuition . . . . .	\$1,194 55	
Fuel . . . . .	5 00	
Repairs . . . . .	21 88	
Partitions . . . . .		\$125 21
Supplies . . . . .	33 16	
Furniture . . . . .	11 84	
Total . . . . \$1,391 64 . . . .	\$1,266 43	\$125 21

*Rockwell Street School—*

Tuition . . . . .	\$14,436 00	
Janitor . . . . .	845 00	
Fuel . . . . .	579 82	
Repairs . . . . .	301 29	
Supplies . . . . .	105 98	
Furniture . . . . .		\$55 70
Heating Fixtures . . . . .	274 62	
Gas . . . . .	33 55	
Insurance . . . . .	46 50	
Sprinkling Tax . . . . .	10 00	
Painting Halls, etc. . . . .		142 50
Total . . . . \$16,830 96 . . . .	\$16,632 76	\$198 20

*Alabama Street School—*

	Current Expenses.	Land, Construction and Permanent Imp'm'ts.
Tuition . . . . .	\$1,632 75	
Janitor . . . . .	216 00	
Fuel . . . . .	85 81	
Repairs . . . . .	65 47	
Insurance . . . . .	15 00	
Supplies . . . . .	27 60	
Total . . . . .	\$2,042 63	

*Case Avenue School—*

Tuition . . . . .	\$6,101 50	
Janitor . . . . .	351 00	
Fuel . . . . .	238 25	
Repairs . . . . .	129 56	
Supplies . . . . .	47 77	
Furniture . . . . .	1 50	
Heating Fixtures . . . . .		\$21 06
Rent . . . . .		330 00
Construction . . . . .		250 00
Advertising . . . . .		147 16
Flagging . . . . .		141 21
Total . . . . \$7,759 01 . . . .	\$6,869 58	\$889 43

*Sterling Avenue School—*

Tuition . . . . .	\$15,837 50	
Janitor . . . . .	1,193 00	
Fuel . . . . .	686 57	
Repairs . . . . .	237 20	
Supplies . . . . .	106 15	
Furniture . . . . .		\$202 16
Heating Fixtures . . . . .		181 57
Gas . . . . .	25 72	
Rent . . . . .		325 00
Construction . . . . .		890 54
Insurance . . . . .	92 00	
Total . . . . \$19,777 41 . . . .	\$18,178 14	\$1,599 27

*Outhwaite Street School—*

	Current Expenses.	Land, Construction and Permanent Imp'm'ts.
Tuition . . . . .	\$1,625 00	
Janitor . . . . .	301 00	
Fuel . . . . .	421 94	
Repairs (caused by fire) . . . . .	272 95	
Supplies . . . . .	165 63	
Furniture . . . . .		\$444 47
Heating Fixtures . . . . .		7,598 94
Gas . . . . .	16 18	
Rent . . . . .		30 00
Construction . . . . .		19,121 78
Land . . . . .		1,074 84
Insurance . . . . .	672 00	
Advertising . . . . .		221 00
Grading Lot . . . . .		29 70
Total . . . . .	\$31,995 43	\$28,520 73

*St. Clair Street School—*

Tuition . . . . .	\$11,075 50
Janitor . . . . .	920 00
Fuel . . . . .	515 00
Repairs . . . . .	77 08
Supplies . . . . .	125 43
Furniture . . . . .	26 42
Heating Fixtures . . . . .	17 00
Total . . . . .	\$12,756 43

*Washington Street School—*

Tuition . . . . .	\$6,536 75	
Janitor . . . . .	819 75	
Fuel . . . . .	437 16	
Repairs . . . . .	170 35	
Supplies . . . . .	87 18	
Furniture . . . . .	9 94	
Heating Fixtures . . . . .	145 53	\$108 88
Total . . . . .	\$8,315 54	\$8,205 66

*Willson Avenue School—*

	Current Expenses.	Land, Construction and Permanent Imp'm'ts.
Tuition . . . . .	\$5,671 50	
Janitor . . . . .	392 00	
Fuel . . . . .	221 54	
Repairs . . . . .	81 28	
Supplies . . . . .	47 85	
Furniture . . . . .	11 40	
Heating Fixtures . . . . .	1 00	
Moving . . . . .		\$250 00
Rent . . . . .		390 00
Surveying . . . . .		103 10
Recording Deeds . . . . .		34 80
Selling Lots . . . . .		40 00
Advertising . . . . .		121 00
Paving and Flagging . . . . .		1,029 97
Sewer Connections . . . . .		138 60
Total . . . . \$8,534 04 . . . .	\$6,426 57	\$2,107 47

*Orchard Street School—*

Tuition . . . . .	\$10,713 00	
Janitor . . . . .	890 00	
Fuel . . . . .	712 75	
Repairs . . . . .	194 41	
Supplies . . . . .	147 67	
Furniture . . . . .		\$133 02
Heating Fixtures . . . . .	118 67	100 69
Insurance . . . . .	39 00	
Painting . . . . .		401 50
Total . . . . \$13,450 71 . . . .	\$12,815 50	\$635 21

*Meyer Street School—*

Tuition . . . . .	\$1,021 25
Janitor . . . . .	67 00
Fuel . . . . .	11 70
Repairs . . . . .	45 76
Supplies . . . . .	11 02
Total . . . . .	\$1,156 73

*Wade and Walton Avenue Schools—*

	Current Expenses.	Land, Construction and Permanent Imp'm'ts.
Tuition . . . . .	\$5,461 25	
Janitor . . . . .	366 00	
Fuel . . . . .	193 75	
Repairs . . . . .	94 47	
Supplies . . . . .	75 88	
Furniture . . . . .	18 84	
Heating Fixtures . . . . .	8 02	
Rent . . . . .		\$133 32
Total . . . . .	\$6,351 53	\$133 32

*Tremont Street School—*

Tuition . . . . .	\$7,683 75	
Janitor . . . . .	896 05	
Fuel . . . . .	464 21	
Repairs . . . . .	265 56	
Supplies . . . . .	253 98	
Furniture . . . . .		\$2,307 72
Heating Fixtures . . . . .		958 55
Gas . . . . .	9 53	
Construction . . . . .		5,186 86
Insurance . . . . .	130 00	
Flagging, Fences, etc. . . . .		965 33
Advertising . . . . .		60 27
Total . . . . .	\$19,181 81	\$9,478 73

*Ridge Street School—*

Tuition . . . . .	\$550 00	
Janitor . . . . .	39 00	
Fuel . . . . .	20 38	
Repairs . . . . .	23 73	
Vestibule . . . . .		\$87 06
Supplies . . . . .	5 57	
Furniture . . . . .	6 40	
Heating Fixtures . . . . .		13 49
Total . . . . .	\$745 63	\$100 55

# SECRETARY'S REPORT.

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## *Clark Avenue School—*

	Current Expenses.	Land, Construction and Permanent Imp'm'ts.
Tuition . . . . .	\$1,977 50	
Janitor . . . . .	156 00	
Fuel . . . . .	135 63	
Repairs . . . . .	50 10	
Supplies . . . . .	109 30	
Furniture . . . . .		\$124 60
Heating Fixtures . . . . .	11 23	
Construction . . . . .		10 56
Land . . . . .		1,226 67
Flagging . . . . .		148 20
Total . . . . .	\$2,439 76	\$1,510 03

## *Fairmount Street School—*

Tuition . . . . .	\$2,095 00	
Janitor . . . . .	156 00	
Fuel . . . . .	75 09	
Repairs . . . . .	26 66	
Supplies . . . . .	32 54	
Fence, etc. . . . .		\$50 72
Furniture . . . . .		717 80
Heating Fixtures . . . . .	2 14	55 90
Construction . . . . .		99 38
Making Deeds . . . . .		10 00
Total . . . . .	\$2,387 43	\$933 80

## *Garden Street School—*

Tuition . . . . .	\$1,000 00
Janitor . . . . .	78 00
Fuel . . . . .	64 45
Repairs . . . . .	12 72
Supplies . . . . .	17 89
Insurance . . . . .	85 00
Total . . . . .	\$1,258 06



*Quincy Street School—*

	Current Expenses.	Land, Construction and Permanent Imp'm'ts.
Tuition . . . . .	\$992 50	
Janitor . . . . .	78 00	
Fuel . . . . .	48 90	
Repairs . . . . .	35 80	
Supplies . . . . .	17 69	
Grading Lot . . . . .		\$74 50
Well . . . . .		27 00
Total . . . . .	\$1,172 89	\$101 50

*Crawford Avenue School—*

Tuition . . . . .	\$450 00
Janitor . . . . .	41 00
Fuel . . . . .	26 40
Repairs . . . . .	20 14
Supplies . . . . .	7 81
Total . . . . .	\$545 35

*Dunham Avenue School—*

Tuition . . . . .	\$497 50
Janitor . . . . .	39 00
Fuel . . . . .	22 70
Repairs . . . . .	17 53
Supplies . . . . .	12 94
Total . . . . .	\$589 67

*Madison Avenue School—*

Tuition . . . . .	\$1,076 00
Janitor . . . . .	78 00
Fuel . . . . .	65 00
Repairs . . . . .	27 89
Supplies . . . . .	11 35
Total . . . . .	\$1,258 24

*Euclid Avenue School—*

	Current Expenses.	Land, Construc- tion and Perma- nent Imp'm'ts.
Tuition . . . . .	\$1,675 25	
Janitor . . . . .	106 00	
Fuel . . . . .	30 03	
Repairs . . . . .	47 89	
Partition . . . . .		\$49 44
Supplies . . . . .	8 73	
Fence . . . . .		126 93
Furniture . . . . .		229 50
Flagging . . . . .		102 00
Heating Fixtures . . . . .	5 10	21 80
Total . . . . .	\$2,402 67	\$529 67

*Gordon Avenue School—*

Tuition . . . . .	\$827 50
Janitor . . . . .	78 00
Fuel . . . . .	19 50
Repairs . . . . .	12 68
Supplies . . . . .	12 65
Total . . . . .	\$950 33

*Walnut Street School—*

Tuition . . . . .	\$4,863 45	
Janitor . . . . .	363 00	
Fuel . . . . .	242 45	
Repairs . . . . .	219 25	
Supplies . . . . .	154 10	
Furniture . . . . .		\$389 53
Heating Fixtures . . . . .	19 05	44 80
Rent . . . . .		60 00
Partitions and Replastering . . . . .		139 59
Total . . . . .	\$6,495 22	\$5,861 30
		\$633 92

*Charter Oak School—*

	Current Expenses.	Land, Construction and Permanent Imp'm'ts.
Tuition . . . . .	\$1,100 00	
Janitor . . . . .	80 00	
Fuel . . . . .	47 32	
Repairs . . . . .	26 75	
Supplies . . . . .	8 10	
Insurance . . . . .	52 50	
Total . . . . .	<u>\$1,314 67</u>	

*North Street School—*

Tuition . . . . .	\$4,062 25	
Janitor . . . . .	340 20	
Fuel . . . . .	229 87	
Repairs . . . . .	303 46	
Supplies . . . . .	78 25	
Furniture . . . . .	35 18	
Rent . . . . .		\$150 00
Insurance . . . . .	166 50	
Total . . . . .	<u>\$5,365 71</u>	<u>\$150 00</u>

*Union Mills School—*

Tuition . . . . .	\$1,097 50	
Janitor . . . . .	78 00	
Fuel . . . . .	41 26	
Repairs . . . . .	10 65	
Supplies . . . . .	8 94	
Furniture . . . . .		\$229 88
Construction . . . . .		1,108 81
Rent . . . . .		30 00
Well . . . . .		19 75
Insurance . . . . .	15 00	
Heating Fixtures . . . . .		34 72
Total . . . . .	<u>\$2,674 51</u>	<u>\$1,423 16</u>

*Bolton Avenue School—*

	Current Expenses.	Land, Construction and Permanent Imp'm'ts.
Tuition . . . . .	\$4,100 00	
Janitor . . . . .	295 00	
Repairs . . . . .	9 00	
Supplies . . . . .	27 83	
Heating Fixtures . . . . .		\$85 02
Construction . . . . .		1,036 75
Insurance . . . . .	20 00	
Furniture . . . . .		20 00
Total . . . . \$5,593 60 . . .	\$4,451 83	\$1,141 77

*Warren Street School—*

Tuition . . . . .	\$3,948 75	
Janitor . . . . .	311 00	
Fuel . . . . .	216 05	
Repairs . . . . .	124 76	
Supplies . . . . .	35 85	
Furniture . . . . .		\$33 40
Heating Fixtures . . . . .		17 46
Construction . . . . .		757 93
Insurance . . . . .	10 00	
Grading Lot . . . . .		20 13
Total . . . . \$5,475 33 . . .	\$4,646 41	\$828 92

*South Avenue School—*

Construction . . . . .	\$ 627 31
Land . . . . .	2,000 00
Total . . . . .	\$2,627 31

*Normal School—(In Eagle Street School Building)—*

Tuition . . . . .	\$2,500 00
Supplies . . . . .	29 00
Commencement Expenses . . . . .	85 50
Total . . . . .	\$2,614 50

*Tremont Street Night School—*

	Current Expenses.
Tuition . . . . .	\$84 00
Gas . . . . .	38 68
Total . . . . .	<hr/> \$122 68

*North Street Night School—*

Tuition . . . . .	\$208 50
Supplies . . . . .	26 35
Total . . . . .	<hr/> \$234 85

*Warren Street Night School—*

Tuition . . . . .	\$129 00
Supplies . . . . .	10 67
Total . . . . .	<hr/> \$139 67

*Alabama Street Night School—*

Tuition . . . . .	\$160 50
Supplies . . . . .	10 76
Total . . . . .	<hr/> \$171 26

*Industrial School—*

Tuition . . . . .	\$1,000 01
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*Special Teachers—*

Music . . . . .	\$2,500 00
Writing . . . . .	2,000 00
Drawing . . . . .	3,050 00
Gymnastics . . . . .	825 00
Supervising Principals . . . . .	4,999 92
Special Superintendents of Primary Instruction . . . . .	2,500 00
Total . . . . .	<hr/> \$15,874 92

*Officers of the Board—*

	Current Expenses.
Superintendent of Instruction . . . . .	\$3,999 98
Clerk to Superintendent of Instruction . . . . .	608 33
Secretary of Board . . . . .	1,442 00
Superintendent of Buildings . . . . .	1,450 00
Carpenter of Board . . . . .	1,200 00
Page . . . . .	31 00
Janitor . . . . .	383 00
Total . . . . .	<hr/> \$9,114 31

*Board Rooms—*

Fuel . . . . .	\$ 87 07
Repairs . . . . .	254 44
Supplies . . . . .	289 74
Furniture . . . . .	873 43
Insurance . . . . .	100 00
Gas . . . . .	91 31
Rent . . . . .	250 00
Construction . . . . .	2,667 65
Gas Fixtures . . . . .	57 25
Heating Fixtures . . . . .	70
Sundry Small Bills . . . . .	19 09
Total . . . . .	<hr/> \$4,690 68

*Library Rooms—*

Repairs . . . . .	\$483 26
Fuel . . . . .	25 29
Supplies . . . . .	104 82
Furniture . . . . .	583 33
Gas . . . . .	118 30
Rent . . . . .	2,135 24
Printing and Advertising . . . . .	106 50
Insurance . . . . .	189 00
Gas Fixtures . . . . .	51 42
Total . . . . .	<hr/> \$3,797 16

*Officers of the Library—*

	Current Expenses.
Librarian . . . . .	\$2,458 30
Assistant Librarians . . . . .	3,386 54
Janitor . . . . .	212 00
Total . . . . .	<hr/> \$6,056 84

*Miscellaneous—*

Repairs . . . . .	\$ 108 83
Supplies . . . . .	1,202 80
Printing and Binding . . . . .	1,824 35
Advertising . . . . .	568 14
Board of Examiners . . . . .	490 00
Census . . . . .	904 90
Drawing Models, etc. . . . .	236 79
Furniture . . . . .	11 40
Taxes . . . . .	743 40
Newburgh Bonds . . . . .	2,783 42
Treasurer of Newburgh . . . . .	108 68
Interest on Temporary Loan . . . . .	2,424 49
Sundry Small Bills . . . . .	36 16
Total . . . . .	<hr/> \$11,443 36

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## LIBRARY FUND.

**RECEIPTS.**

Balance on hand August 31, 1874 . . . . .	\$6,271 23
Tax Levy—First Installment . . . . .	4,262 26
Second Installment . . . . .	2,859 10
	<hr/> \$13,392 59

**EXPENDITURES.**

Books . . . . .	\$3,976 61
Binding . . . . .	1,350 53
Balance on hand August 31, 1875 . . . . .	8,065 45
	<hr/> 13,392 59

# Superintendent's Report.





# SUPERINTENDENT'S REPORT.

TO THE BOARD OF EDUCATION,

*City of Cleveland :*

The Annual Report of the Superintendent of the Public Schools of the City of Cleveland for the school year ending August 31, 1875, is herewith respectfully submitted.

The following summaries derived from accompanying statistical tables, show for the past and some preceding years :

1st. The number of youth to be educated.

(a) The enumeration of youth.

(b) The number enumerated at respective ages.

2d. The facilities of education offered them.

(a) The number of schools and sittings.

(b) The number of teachers.

3d. The degree to which they avail themselves of the opportunities offered.

(a) The ages at which they attend.

(b) How long they attend each year.

(c) How regularly they attend.

4th. Results, so far as may be shown.

(a) By their advancement in the course.

(b) By their ages at successive grades.

## SUMMARIES.

### I. ENUMERATION OF YOUTH.

	1873.	1874.	1875.
Enumeration of youth from 5 to 21	40,100	45,003	48 561
Gain on preceding year.....	2,223	4,903	3,558
Gain per cent.....	5 8	12 2	7.9

## II. SCHOOLS.

	1873-4.	1874-5.
Normal School .....		1
High Schools.....	3	4
Grammar and Primary Schools:		
Having an A Grammar (Eighth) Grade and Lower Grades.....	6	7
B Grammar (Seventh) Grade	2	2
C Grammar (Sixth) Grade ...	2	5
D Grammar (Fifth) Grade ...	6	5
A Primary (Fourth) Grade...	6	7
B Primary (Third) Grade....	5	6
C Primary (Second) Grade... 0		2
D Primary (First) Grade.....	4—31	0—34
Number of Schools .....	34	39

## III. TEACHERS.

	1873-4.	1874-5.
HIGHER SCHOOLS:		
Normal School, Men .....		1
High Schools { Men.....	8	10
{ Women.....	10	11
Whole number of teachers in Higher Schools	—18	—22
GRAMMAR AND PRIMARY SCHOOLS:		
Teachers having charge of School		
Rooms, including Training		
Teachers of Normal School. { Men.....	2	1
{ Women..	246—248	270—271
Special teachers of German.....		
{ Men.....	8	10
{ Women..	6— 14	5— 15
SPECIAL TEACHERS:		
Men — Music .....	1	1
Penmanship .....	1	1
Drawing .....	2	2
Gymnastics .....	1— 5	1— 5
ASSISTANT SUP'TS (Principals of Districts) Men	2	2
SPECIAL SUP'TS of Primary Instruction, Women	2— 4	2— 4
Whole number of teachers employed.....	—289	—317

## IV. PUPILS.

Whole number of pupils entered :

	1872-3.	1873-4.	1874-5.
Higher Schools.....	404	483	615
Grammar and Primary Schools.....	14,681	17,029	19,090
Total.....	15,085	17,512*	19,705

Average number belonging :

Higher Schools.....	348.9	417.3	520.2
Grammar and Primary Schools.....	10,013.6	11,490.1	13,510.8
Total.....	\$10,362.5	11,907.4	14,031

Average daily attendance :

Higher Schools.....	335.3	399.6	497
Grammar and Primary Schools.....	9,340.8	10,782.1	12,650.1
Total.....	9,676.1	11,181.7	13,147.1

Average daily attendance per teacher

excluding German teachers and

other special teachers not hav-

ing charge of school rooms.....

45.3	45.2	44.6
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Per cent. of punctual attendance :

On average number belonging.....	93.4	93.7	93.7
On whole number registered.....	64.1	63.7	66.7
On whole number enumerated be- tween 6 and 16 inclusive.....	34.2	36.6	38.6

## V. CLASSIFICATION.

Number of pupils entered in each one of the several grades :

	1872-3.	1873-4	1874-5.
NORMAL SCHOOL—	.....	.....	50
HIGH SCHOOLS— (A) Twelfth Year...	19...	24...	40
(B) Eleventh Year..	56...	85...	93
(C) Tenth Year .....	133...	142...	160
(D) Ninth Year .....	196...	232...	272

\* NOTE.—Excluding Newburgh, from which no detailed reports were made. For the three months succeeding the annexation, up to the close of the year, the number enrolled in that district was 1,269; making the total enrollment in all the city, 18,781.

## SUPERINTENDENT'S REPORT.

	1872-3.	1873-4.	1874-5.
GRAMMAR SCHOOLS—(A) Eighth Year....	311	329	444
(B) Seventh Year...	576	620	648
(C) Sixth Year.....	937	899	1,007
(D) Fifth Year.....	1,271	1,207	1,658
PRIMARY SCHOOLS—(A) Fourth Year.....	1,628	2,186	2,373
(B) Third Year.....	2,495	2,663	3,109
(C) Second Year.....	3,070	2,976	3,588
(D) First Year.....	4,393	6,149	6,263
Total number registered in all Grades.....	15,085	17,512	19,705

## VI. AGES OF PUPILS REGISTERED.

The number and per cent. of pupils registered at the several ages :

Ages.	No. Registered.	Per cent. of Whole Number.
6 .....	3,921	20
7 .....	2,620	13.3
8 .....	2,345	11.9
9 .....	2,027	10.2
10 .....	1,967	10
11 .....	1,673	8.3
12 .....	1,570	8
13 .....	1,327	6.7
14 .....	959	4.9
15 .....	612	3.2
16 .....	358	1.8
17 and over.....	326	1.7
Totals.....	\$19,705	100.

## VII. TIME IN SCHOOL.

Of the whole number registered, the number in school :

	1873-4.		1874-5.	
	Number.	Per Cent.	Number.	Per Cent.
Less than two months.....	2,326	13.3	2,181	11.0
Two and less than four. ....	2,813	16.1	2,933	14.8
Total less than four.....	5,139	29.4	5,114	25.8
Four and less than six .....	1,760	10.1	1,875	9.7
Total less than six .....	6,899	39.5	6,989	35.5

	1873-4.		1874-5.	
	Number.	Per Cent.	Number.	Per Cent.
Six and less than eight .....	2,142	12.2	2,564	12.9
Total less than eight.....	9,041	51.7	9,553	48.4
Eight and less than ten .....	3,913	22.3	4,719	23.8
Total less than ten .....	12,954	74.0	14,272	72.2
Ten months or the entire year	4 558	26.0	5 433	27.8
Total enrollment .....	17,512	100.0	19,705	100.0

## VIII. FLUCTUATION IN ATTENDANCE.

The average daily attendance for the several school months of the year was as follows :

	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.
FIRST TERM—First month....	8,237	8,761	9,717	10,901	13,084
Second month	8 559	9,168	9 821	11,151	13,566
Third month..	8,562	9,050	9,988	11,069	13,634
Fourth month	8,136	7,890	9,820	10,872	13,427
SEC'D TERM—First month...	7,764	7,712	9,696	11,108	12,976
Second month	7,830	8,468	9,800	11,129	12,572
Third month..	8,068	8,440	9,482	11,000	12,596
THIRD TERM—First month....	8,653	8,863	9,944	11,530	13,281
Second month	8,519	8 741	9,869	11,599	13,149
Third month..	8,184	8,228	9,708	11,427	13,081

To show the fluctuation of attendance in each class the following table is added, showing the number of pupils remaining in the several grades at the end of each school month :

GRAMMAR.				PRIMARY.			
A.	B.	C.	D.	A.	B.	C.	D.
Sept. 25 .. 409 .. 585 .. 874 .. 1378				1895 .. 2145 .. 2613 .. 3615			
Oct. 23 .. 409 .. 590 .. 877 .. 1381				1902 .. 2167 .. 2624 .. 3806			
Nov. 20 .. 395 .. 575 .. 858 .. 1354				1893 .. 2199 .. 2607 .. 3867			
Dec. 18 .. 387 .. 560 .. 853 .. 1367				1901 .. 2174 .. 2612 .. 3731			
Jan. 29 .. 383 .. 534 .. 846 .. 1308				1903 .. 2309 .. 2562 .. 3575			
Feb. 26 .. 378 .. 536 .. 835 .. 1297				1843 .. 2353 .. 2507 .. 3492			
Mar. 26 .. 369 .. 513 .. 812 .. 1235				1730 .. 2279 .. 2444 .. 3472			
Apr. 30 .. 346 .. 497 .. 774 .. 1163				1715 .. 2268 .. 2487 .. 4413			
May 28 .. 324 .. 461 .. 747 .. 1119				1598 .. 2206 .. 2651 .. 4388			
June 25 .. 317 .. 453 .. 728 .. 1104				1570 .. 2085 .. 2406 .. 4426			

## IX. ENUMERATION.

Number at the respective ages in each thousand enumerated :

Ages.	Oct. 1870.	Oct. 1871.	Oct. 1872.	Oct. 1873.	Oct. 1874.	Oct. 1875.
5	82	88	91	87	88	87
6	72	72	74	80	80	76
7	70	71	72	79	80	75
8	73	67	67	71	73	74
9	69	66	58	63	66	66
10	72	70	63	64	67	65
11	66	64	60	59	58	57
12	71	68	66	64	62	61
13	64	58	56	55	57	55
14	60	64	58	60	59	60
15	53	54	54	56	55	54
16	52	54	57	57	56	58
17	47	49	52	52	53	55
18	50	55	54	53	56	59
19	48	48	53	45	47	49
20	51	52	65	58	43	49

## X. ENUMERATION COMPARED WITH SCHOOL REGISTRATION.

Per cent. which the number enrolled at the respective ages between six and twenty-one is of the number enumerated at the same ages :

Ages.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.
6	104	102	102	117	107
7	66	65	66	70	73
8	69	67	67	72	72
9	65	62	69	73	69
10	65	63	66	68	67
11	65	60	65	60	64
12	54	53	57	60	55
13	46	50	50	51	52
14	31	33	35	34	36
15	21	20	22	24	25
16	10	10	10	12	14
17	6	5	6	5	7
18	3	2	3	3	3

Ages.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.
19 .....	.1.....	.1.....	.3.....	1. ....	2
20 & over .....	.2.....	.2.....	.5.....	.1.....	1
6-16 inc. 54. ....	53. ....	55. ....	58. ....	58	
Over 16... ..	2.3.....	1.8.....	2.4.....	2.3.....	3
Total.....	40.3.....	39.5.....	41.3.....	43.3.....	43

The paradox apparent in the per centage which the number enrolled at six, is of the whole number found to be six years old at the time of the enumeration in October, is easily accounted for. In the first place, there can be no doubt that parents sometimes misrepresent the ages of their children, in order to get them off their hands during school hours before they are six years old. Chiefly, however, the discrepancy is owing to the fact that large numbers are entered through the year as they become six. Therefore it is, that even though all may not enter as they reach the school age, the enrollment of the six-year-olds for the entire year, considerably exceeds the enumeration in October.

#### THE NORMAL SCHOOL.

The report of this school presents succinctly and clearly the principles which have had control in the course and method of instruction adopted. It is not to send out annually graduates possessed of the idea that they have compassed the philosophy and mastered the practice of teaching, whose only standard of excellence will be the mannerisms of the training school; it is rather to send out students of method, that is, of the laws of intellectual and moral development; a study which may end only in the insight of the infinite. No obstacle to improvement has proved so difficult to overcome as the conceited notion of the old-time schoolmaster that he knew all that might be learned of the "how to teach." It was hoped that the Normal School, and better theories of human culture which began to take root about the time of their establishment in the United States, would make a race of teachers more humble, more distrustful of their own perfection; and there is no doubt that there was some gain in this particular, yet the distrust of the Normal School graduate was not wholly that of one who fully comprehended the magnitude of the work, it was rather that of the disciple



who was conscious of failure only in the imitation of his master. From a pretty intimate acquaintance with the habit of thought of those who have our Normal School in hand, I am encouraged to believe that we shall measurably avoid this serious fault.

It is doubtful whether we shall ever be able to escape the necessity of doing a great deal of academic work in our Normal Schools. The study of Reading, Arithmetic, English Grammar, etc., by boys and girls of twelve to fourteen years of age, cannot be thorough, whatever examination they may be able to stand, as they pass from Grammar to High School. Their reasoning faculties are too immature to comprehend the philosophy of things. They can learn facts and processes, but the philosophy that underlies them they cannot master. Therefore it is that the Grammar and even Primary School work has to be gone over again in the Normal School. The only remedy is in prolonging the course of the Normal School, which should be done from time to time as circumstances may allow, so that a thorough study of the subjects to be taught in the schools may be possible in connection with the study of methods of instruction and extended practice in the training school.

The first year of our Normal School, with all its back-sets and discouragements, has been an eminent success. It has elicited the sympathy and secured the support of every member of the Board of Education. The Principal and the Training-teachers have won the hearty approval of all who, in any way, have been concerned in the establishment of the school and who are interested in its perpetuity. Above all, the school has been a gratifying success in the spirit and ability of its first graduates. Though among the last of the cities to establish a Normal School, confidence may be justly entertained that Cleveland will not be slow to assume an honorable standing among her sisters in respect to the preparation of her teachers for the work of the schools.

Though somewhat personal, I may be permitted to express

the gratification of the Board of Education and of all who in any wise are interested in the welfare of the institution, that the restored health of the Principal gives us the only guarantees that are needed for the future prosperity of the school. I refer with pleasure to his report.

## HIGH SCHOOLS.

The enrollment and attendance in the several High Schools of the city was in 1874-5 :—

	Enrollment.	Av. Daily Attendance.
Central .....	316	268
West .....	152	114
East .....	76	63
Newburgh ( Branch ) .....	21	16
	<hr/> 565	<hr/> 461

The following table shows the growth of the several High Schools from 1868 to 1876, inclusive :

		1868.	1869.	1870.	1871.	1872.	1873.	1874.	1875.
CENTRAL.	Number Entered.....	214	176	183	186	216	251	307	316
	Number Withdrawn...	69	42	34	39	32	37	60	66
	Number Remaining at Close of the Year.....	145	134	149	147	184	214	247	250
	Per Cent. of Withdr'n on Number Entered..	32.2	23.9	18.6	21.0	14.8	14.7	19.5	20.9
WEST.	Number Entered.....	82	73	69	75	72	74	118	152
	Number Withdrawn...	25	28	16	15	13	16	28	53
	Number Remaining at Close of the Year.....	57	45	53	60	59	58	90	99
	Per Cent. of Withdr'n on Number Entered..	30.5	38.4	23.2	20.0	18.1	21.6	23.7	34.8
EAST.	Number Entered.....	.....	.....	.....	.....	.....	79	58	76
	Number Withdrawn...	.....	.....	.....	.....	.....	33	14	10
	Number Remaining at Close of the Year.....	.....	.....	.....	.....	.....	46	44	66
	Per Cent. of Withdr'n on Number Entered..	.....	.....	.....	.....	.....	41.7	24.1	13.1
NEWBURGH.	Number Entered.....	.....	.....	.....	.....	.....	.....	.....	21
	Number Withdrawn...	.....	.....	.....	.....	.....	.....	.....	9
	Number Remaining at Close of the Year.....	.....	.....	.....	.....	.....	.....	.....	12
	Per Cent. of Withdr'n on Number Entered..	.....	.....	.....	.....	.....	.....	.....	42.9
AGGREGATE.	Number Entered.....	296	249	252	261	288	404	483	565
	Number Withdrawn...	94	70	50	54	45	86	102	138
	Number Remaining at Close of the Year.....	202	179	202	207	243	318	381	427
	Per Cent. of Withdr'n on Number Entered..	31.7	28.1	19.8	20.7	15.6	21.2	21.1	24.4

It is apparent, on comparison of the census of population with the attendance upon the High Schools, that the ratio of attendance has not materially increased for the last five or ten years. It might be judged from this fact that there is no growth of demand for the higher education amongst the people of Cleveland; that in fact it does no more than barely keep pace with the growth of the population. But from a close inspection of the register of the schools it would appear that the growth of the High Schools is mainly derived from the families of the oldest inhabitants; in other words, if the growth of the population had been restricted to the natural increase and the annexation of territory only, the ratio in attendance upon the High Schools would be greatly in excess of what it is or has been at any period. Such a growth is the more gratifying because it is the consequence of an appreciation of the higher education which has been developed in the schools themselves.

The steadiness with which attendance upon the East High School is maintained from the opening to the closing of the school year is worthy of notice. This is no doubt in some measure due to the greater average prosperity of the people of the sixteenth and seventeenth wards. That they are able to keep their children in school for a longer time than the less favored of fortune must be allowed, but it would be a mistake to assign this as the only or even principal reason why this school is maintained nearly at the maximum the year round. Were the school itself not in a healthy state, the cause assigned for its strength would soon show itself to be rather a cause of weakness. Were the people dissatisfied with their school, they would send their children to private schools, which is always the first remedy to suggest itself in such cases. There is no surer test of the estimate in which a school is held than the attendance of its pupils. The general opinion of the people as to the value of education, their ability to keep their children in school, both together have less influence in keeping

up a steady attendance, than a conviction that they are duly and daily profited thereby.

The names of the graduates of Central High School are to be found in the report of the Principal of that school. The names of the graduates of the West and East are as follows :

#### GRADUATES OF WEST HIGH SCHOOL, 1875.

WILLIAM EDWARD CRAIG,*	MARQUIS ROWLAND DAYKIN,
SAMUEL FELTON HASEROT,*	WILLIAM CARROL LAWRENCE,*
MARK WALLACE NELSON,	WILLIAM FREDERICK WALE,*
LILLIAN LOUISE BREWER.*	

#### GRADUATES OF EAST HIGH SCHOOL, 1875.

CHARLES NORRIS CRAMER,*	GEORGE LYMAN DAKE,*
WILFRED THOMAS HART,*	ANDREW OLIVER JAMES,*
HYLAS SABINE JAMES,*	HATTIE MARIA BAKER,
NELLIE JOSEPHINE BIGELOW,*	MAGGIE ALICE EARLY,*
MATTIE OLIVE HAYWOOD,	CORA MAY HOWER,
ELLA M. JACOBS,*	HELEN LUSSENDEN,
CORA ARABELLA SPRAGUE,*	NETTIE MINERVA WHALEY.

On admission to the High Schools the pupils may, at the discretion of their parents, enter upon any one of four different courses of study. These courses coincide in many respects, but in every case of divergence a sub-division of a class has to be made, however small it may be. In this way it happens that we have, not unfrequently, less than five pupils in a class, sometimes not more than one. That this matter may be well understood, I venture, even at the expense of considerable space, to insert a table showing the number of pupils due at each class recitation, in the spring term of the year ending 1874-5 ; also the average number of pupils instructed by each teacher in the Central, the West and the East High Schools.

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\* Four Years' Course.

TABLE,

*Showing the Work done by Each Teacher of the High Schools during the Term ending June, 1875.*

GRADE.	STUDIES.	CENTRAL.		WEST.		EAST.	
		TEACHERS.	NO. PUPILS.	TEACHERS.	NO. PUPILS.	TEACHERS.	NO. PUPILS.
A	Virgil .....	Pierce ...	11	Penfield .	2	Mathews ..	5
A	Homer .....	Pierce ...	2				
A	German .....	Klemm ..	6	Esch ....	5	Hanscom ..	5
B	Cicero .....	Williams .	13	Penfield .	7		
B	Anabasis .....	Pierce ...	5	Penfield .	8		
B	German .....	Klemm ..	26	.....	..	Hanscom ..	1
B	Chemistry, 1st Division	Bolton ...	20	Hotze ...	5	Mr. Avery .	8
	2d and 3d "	Bolton ...	30				
C	Cæsar .....	Pierce ...	27	Penfield .	22	Mathews ..	5
C	Greek .....	Pierce ...	6	Penfield .	7	Mathews ..	5
C	German .....	Klemm ..	27	Esch ....	10	Hanscom ..	5
C	Geometry.. 1st Division	Drake ...	26	Barr ....	32	Mrs. Avery .	17
	2d "	Drake ...	22				
	3d "	Drake ...	25				
C	Physics ... 1st "	Bolton ...	20	Hotze ...	25	Mr. Avery .	13
	2d "	Bolton ...	22				
	3d "	Bolton ...	25				
D	Latin ..... 1st "	Williams .	44	{ Barr .... 24	}	Mathews ..	12
D	German ... 2d "	Esch ....	20	{ Stickney. 24		Hanscom ..	13
	3d "	Esch ....	22	Esch .... 6			
D	Algebra ... 1st "	White ...	46	Barr ....	29	Mrs. Avery .	30
	2d "	White ...	21	Stickney .	28		
	3d "	White ...	23				
	4th "	White ...	37				
D	Rhetoric ... 4th "	Beaumont	37	Barton ..	5	Mathews ..	8

GRADE.	STUDIES.	CENTRAL.		WEST.		EAST.	
		TEACHERS.	No. Pupils.	TEACHERS.	No. Pupils.	TEACHERS.	No. Pupils.
A	Reviews .....	Beaumont	19	Hotze ...	4	Hanscom ..	9
A	English Literature....	Friend ..	15	Barton ..	7	Mrs. Avery.	9
B	Reviews .....	Beaumont	22				
B	Trigonometry.....	Williams.	53	Barr.....	7	Mr. Avery .	6
B	English History.....	.....		Stickney .	4	Mrs. Avery.	10
C	Roman " 3d Div.	Friend ..	25				
D	Botany....1st Division	Beaumont	41	Barton ..	29	Mrs. Avery.	29
	2d "	Friend ..	20	Barton ..	28		
	3d "	Drake ...	28				
	4th "	Friend ..	37				
	Average No. Pupils to each Recitation }	.....	24	.....	14	.....	11
	Average No. Pupils to each Class Reci- tation heard by the several Teachers..	Williams.	37	Barr ....	23	Mr. Avery .	9
		Pierce ...	10	Penfield .	9	Mrs. Avery.	19
		Klemm ..	20	Esch ....	7	Mathews...	7
		Esch ....	21	Hotze ...	11	Hanscom ..	7
		Bolton... 23	Stickney .	19			
		Drake ... 25	Barton ..	17			
		White ... 32					
		Beaumont 29					
	Number Recitations heard per Day by each Teacher ....	Friend ..	24				
		Williams.	3	Barr ....	4	Mr. Avery .	3
		Pierce ...	5	Penfield .	5	Mrs. Avery.	5
		Klemm ..	3	Esch ....	3	Mathews...	5
		Esch ....	2	Hotze ...	3	Hanscom ..	5
		Bolton... 5	Stickney .	3			
		Drake ... 4	Barton ..	4			
		White ... 4					
		Beaumont 4					
		Friend .. 4					

\* Engaged in supervision of German in the Grammar and Primary Schools, two hours per day.

The sixteen pupils in attendance at the class in Newburgh were setting out upon two courses of study, the Latin-English and the English, and occupied the entire time of one teacher and an hour or two of each of two others. Their instruction, therefore, necessarily, though less efficient, was far more expensive *per capita* than it would have been in the larger schools. Under these circumstances, the Board of Education ordered the discontinuance of this "branch," as it was called, choosing rather to incur the expense of transporting the pupils to the nearer ones of the older schools. It is believed that the change is giving satisfaction.

This action of the Board has left us with the three High Schools of equal grade and devoted to the same lines of study. As we have seen in the foregoing table, the classes in some cases are very small. If the efficiency of the instruction given were in the inverse ratio of the number of pupils in a class, there would be at least some compensation for the cost *per capita* of the smaller schools; but unfortunately it is found that up to a certain limit in most studies, the advantage is on the side of the larger classes.

It might be suggested that the number of courses be somewhat reduced. This would certainly reduce the expense of these schools, but if the proposition were seriously made, the question, "Which course shall be thrown out," might not meet a satisfactory solution.

The fact is, that the present arrangement but partially meets the varied and rapidly growing demands of the times. What, for instance, are we doing in the direction of scientific education? that education which prepares our boys to enter with advantage upon their apprenticeship in machine shops, manufactories, chemical works, offices of architects, and civil engineers, commercial establishments, and so on almost without end.

We have a special and well defined programme for the preparation of boys for college, which would itself have been



considered a pretty fair college curriculum a little more than half a century ago, and which to-day overlaps very considerably the work of the Freshman year in some institutions of real merit and enviable reputation. But even our graduates have to spend a year or two in special preparation for admission to the better class of polytechnic schools. Is this discrimination in favor of those whose parents design them for a literary or professional career just? Why not make as ample and thorough preparation for the polytechnic school as for the college? Above all, why not provide a course of instruction for the nineteenth whose school days must end with graduation from the High School, or short even of that,—a course which shall be shaped for the preparation of boys for industrial pursuits such as we have named.

What do this class of pupils need, more than they have now? We have a Classical, a Latin-English and a German-English course of four years each, and an English course of three, and I do not know that for general training and culture, any of them can be much improved upon. The difficulty, however, is just this, that our design is too general to meet as nearly as might be the special demands of the industrial and business classes. Too many studies are prescribed to allow the pursuit of any to the length demanded even of the learner in the market or work-shop. If the specialty to which he addresses himself require an immediate and practical application of his school studies, he finds that what he has to learn does not join on to that which he has already learned. There is a gap left which he has to fill up as best he can, or he is compelled to stumble forward blindly on the authority of those who have acquired their rules from practice or prescription. He becomes convinced that his school studies are of no practical use in the work-shop, though the only fault is that he has not pursued them far enough, or not in the right way to make them immediately useful.

Drawing is taught, and we are doing more and more every year in this direction, but we shall have to go very much further to meet the needs of boys who must go at once from school to avocations in which the ability to use drafting instruments with facility and accuracy is demanded. It is very doubtful whether, organized as we are, we shall ever be able to carry drawing into Descriptive Geometry, as we would like to do. We teach Algebra, but we scarcely step within the province of analytical demonstration; one or two problems, as of the "The Couriers," possibly sometimes of "The Lights," are discussed by way of illustration. But these do not give sufficient power in the more complicated problems which lie beyond. In Algebra, we should go far enough to make its processes easy and familiar. As no one who has to spell out the words is likely to read much, so no one who has learned merely the elements of Algebra, as commonly presented, is likely to use it as a means of investigation, or feel at all safe in the interpretation of its results. We felicitate ourselves sometimes that Geometry is well taught, and so it is as compared with what is generally done in this direction, but it is pursued as an end, not learned as an instrument in the solution of new problems, the demonstration of new theorems, and this, above all, is what is needed by a boy who is to make practical use of his Geometry. Physics is taught, but to be of any considerable use, mathematics needs to be brought more largely into play in our treatment of the subject. Chemistry, as studied, stops short of individual practice in the laboratory, a method which is now widely spreading among the best schools of no higher grade than our own, and which is as essential to the success of the student in Chemistry, as the handling of saw, plane and chisel is to the apprentice in the carpenter shop. Bookkeeping, a thing which is needed by boys and girls alike, and in every walk of life, is entirely lacking in the course.

Even that class of pupils to which we have referred as most favored in the management and instruction of these schools,

those fitting for college, suffer inconvenience in being compelled to pursue studies not required for the special purposes which they have in view. In the first and second years of their course they must fill up a part of the time in the study of Botany, Physiology, Zoology and Solid Geometry, though these branches are not required for admission to any college, simply because there are not, even in the Central High School, a sufficient number of pupils taking up the classical course to justify any provision to meet their wants further than is now made.

How shall the various needs of so many different classes of pupils be supplied? As we are situated, with so many small High Schools on our hands, they certainly cannot be, without greatly enhancing the cost of instruction, already greater than in institutions of like character, save it may be in one or two of the larger cities of the East.

If instead of these High Schools pursuing identically the same course of study, we had our classical school and our technical school, corresponding somewhat to the Latin High School and English High School of Boston, or the Gymnasium and Real Schools of Germany, and, in addition to these, if we had a High School for girls, where they might prepare thoroughly for the Normal School, the duties of home, or those callings which are open to women, — had we such schools as these instead of the High Schools we have, who is there that has given thought to the problems of education who would question the advantage gained?

In speaking of a separate school for girls, I do not wish to be understood to entertain a notion that girls should be excluded from the classical or scientific school. I only contemplate a system of the High Schools which would afford the people of Cleveland opportunity of choosing just that education for their sons and daughters which to each one might seem most desirable or appropriate. Such a system would be no more expensive than the one we are now maintaining, and it would then be a system

indeed. But such an organization, embracing the three High Schools now existing, however desirable it might be, is out of the question, certainly so far as the West Side is concerned. The difficulty of transit from the east to the west side of the river, the distance which would have to be traveled, extending in many cases from one extremity of the city to the other,—the bar that lies against any interference with the West High School, in the act of the legislature whereby the union of Ohio City and Cleveland was effected, any one of these obstacles would make it impossible to include the West High School as one of a system such as I have mentioned. But what is the situation as regards the Central and East High Schools? It seems to me that the remedy for meeting the disadvantages of the small schools of like grade, and the means whereby their efficiency and adaptation to the wants of the people may be greatly improved, lie readily within the power of the Board of Education.

Either one of two things might be done. Two High School buildings might be erected near the line that divides the one district from the other, one of which might be made to accommodate all the classical pupils of both schools and pupils pursuing what we call the Latin-English course; the other, that class which now pursues the German-English courses.

Such a division being made, it would be very much easier, and certainly far more economical, to provide for the special studies of the classical course on the one hand, and of the industrial course on the other. So far as classification is concerned, the two schools would have all the advantages of one, being themselves based on a radical classification of the pupils with reference to the course of study chosen. Instead of four different courses of study, one school would be devoted to two only, the Latin-English and the one which is now called the Classical. The other would perhaps have three courses of study, the technical, the German-English, and the limited or three years course. Girls would attend one school or the other, ac-

according to the course of study which might seem to their parents best adapted to their aptitudes and purposes in life. They would have as good opportunity for selection as they now have, and perhaps even better.

There would be great advantage in the entire separation of the two schools. The spirit, the habit of thought, the ambition of the pupils of the one would and ought to lie in a direction quite different from that of the other. The aim of their respective corps of teachers should be to inspire their pupils with pride in the character and purpose of their school. The course of the one would lead to the college and to professional life ; that of the other to the master's part in the grand industrial progress of the world.

If the building of two houses at the present time were found inconvenient, one might be erected which should be large enough to accommodate the pupils of both schools, say for four or five years, and in that time the demands of the respective divisions of the school might be definitely ascertained and another building, then to be erected, could be adapted to the use of either one as might seem desirable. Perhaps the house first erected, necessarily a large one, inasmuch as it would have to accommodate four or five hundred pupils at the opening, and the prospective increase for a number of years, might be planned in the beginning for the classical and girls' school, with direct view to the building of a smaller house for the technical school so soon as the number of pupils in this section would seem to demand it. In this way we would come first to the establishment of a separate technical school, and further on, of such other schools as time and experience might show to be most necessary.

At present, I see no other way to meet the demand which is pressing upon the Board of Education to furnish a suitable education for young men who are to engage in those industrial pursuits which require a liberal knowledge of various sciences, though they lie outside of what are called the learned professions.

We certainly cannot make such provision in the High Schools as now organized. Each one is already giving instructions in four different courses of study, though the largest of them—twice the size of one and four times that of the other—as I have already shown, is hardly large enough to justify the minute subdivision of classes which frequently becomes unavoidable. To establish a fourth school is clearly impossible. However excellent its purpose, such a measure could not receive the approval of the Board of Education or of the people, especially as its immediate result would be to reduce the classes of the schools already existing and correspondingly enhance the cost of education in the High Schools.

#### GERMAN.

The very complete report of Mr. Louis Klemm on the workings of the German department leaves little for me to say.

I heartily concur with him in recommending the establishment of a German class in the Normal School. Not less than ten or twelve new teachers are employed annually in this department. If we were required to establish a separate Normal School for the preparation of German teachers, the policy of the step might be questionable, but having already a Normal School complete in its organization, we may easily and with little, if any, additional cost, provide for the instruction of a section of the school in the German language and literature for one hour per day, the rest of the instruction being had of English teachers in the regular classes.

The inconveniences to which the German classes have been subjected by pupils unacquainted even with the alphabet, joining them at the later stages of progress, demands prompt attention from the Board of Education. The difficulties attending the present arrangement were, indeed, for the first year or two, comparatively slight, but they increased year by year, the longer the higher classes have pursued the study, until it has now become quite impossible for any one to enter

after the fourth or fifth school year. I therefore join in the recommendation that the children of English-speaking parentage be admitted only in the third, or at latest, the fifth year of the course.

From my knowledge of the German departments, I think it safe also to adopt the first two recommendations of Mr. Klemm, which are as follows :

1. "That all pupils of German parentage be considered pupils of the German department, except when parents express a wish to the contrary."

2. "That to all such children, when entering school, a card be given addressed to the parents, with the simple question on it: 'Do you wish your child to study German?' These cards, when returned, should be kept on file for future reference."

#### COURSE OF STUDY.

Inasmuch as from the nature of the case it is impossible to prescribe minutely the succession of topics to be taken up in a course of many years' study, and since the gradual development of a system of schools and improved methods of instruction make it necessary to change any plan that may be fixed at the beginning, our programme to-day as printed differs in many particulars from that which is actually carried out in the schools. It is therefore desirable that some changes be made, in order that the manual may be a reliable guide to teachers in the work they have to do. Especially is this necessary in the lower classes, where text books give little, and in most cases no aid in the direction of the course of instruction.

One feature of the programme now in force in most of the larger cities frequently excites the attention of thoughtful men, who ask how so many subjects can be taught with advantage, especially in the lower classes. They have not looked into the schools to make themselves acquainted with the practical working of the scheme, but judging *a priori*, they question the

wisdom of attempting to teach the science of botany to children of six to ten years of age, and boys and girls of ten or twelve the more abstruse subject of Physics. Judging as people of this class do, from the point of view in which circumstances have placed them, their doubts are natural, and so far as they have chosen to express opposition, they are entirely consistent. The only exception we might take to their course is that they do not inquire what is meant by teaching Botany and Physics in the Primary and Common Schools. It is altogether possible that if they would make this inquiry they would heartily approve of all that is attempted in this direction, and even aid in carrying it further than our present facilities will permit.

It would be gratifying to be able to take gentlemen who feel interested enough to raise such questions into the school room of an intelligent teacher and let them see there exactly what we are trying to do, but as this is impossible, except in a few cases, the following notes of a lesson given by Mrs. Rickoff at the teachers' institute which was held at the beginning of the school year are given by way of illustration.

#### NOTES OF A LECTURE AND OUTLINE OF AN OBJECT LESSON.

##### THE MAPLE LEAF.

##### PREPARATION FOR LESSON.

The teacher should have on hand a quantity of green maple leaves, making sure of a sufficient number to supply each child with one perfect leaf.

Although we commence the study of leaves in the autumn, because of their peculiar attractiveness at that time, and the fine opportunity afforded to use their colors, yet for this first lesson on leaves it is best that the green leaf should be chosen. This because form is to be studied first, and because green is the color most common to leaves.

This being the first leaf studied, all the points pertaining to the leaf that it is desirable to bring to the notice of the children are not brought out, for the reason that something new and fresh must be reserved for each of the succeeding lessons. Yet this lesson on the maple leaf, because it is the



first lesson on leaves, will occupy more time, will need more elaboration, and be more difficult to manage than any subsequent lesson of the kind.

#### THE LESSON.

Each child holds in his hand a maple leaf. All are told to look carefully—each at his own leaf—and see how many things he can find out about it. No one is to speak,—pupils are required only to *look* and *think*.

After a slight pause the teacher says "Ready!" and up come the eager hands.

The teacher now calls upon one and another to tell what he has found out about the leaf. If the condition of the school is such as to warrant this course, she does not at this time correct any mistakes or make criticisms. She permits quite a number to say what they have to say, listening politely to their remarks, and requiring their companions to do the same.

When, in this way, the impetuous, the eager and the thoughtless ones have "let off steam," (if the expression may be allowed,) she goes back and reconsiders the statements made. "John," if I remember correctly, you said so and so." John has, perhaps, by this time discovered the mistake he made, and has now the opportunity to correct it himself; if not, some of his companions are allowed to make the correction. If none can, then the teacher makes it herself. In this way each mistake in clearness of observation, in truthfulness of statement, in correct use of language, should be politely and considerately brought to the notice of the whole school. And also, in the same way, should each new fact observed be considered by the whole school, and a conclusion arrived at as to its correctness.

In this way, ladies, you will observe, you are not simply cramming the child with facts in Botany, neither are you only helping him to discover for himself facts about the leaf. Great as is the advantage of this to him, you are doing for him still more. Not only are you training him to see clearly and truthfully—that is, to see things as they are, and not as he may imagine them to be—not only are you training him to state a fact accurately and in strict accordance with the truth—not only are you training him to use correct and, perhaps, even elegant language—but you are also training him to be considerate of others; not to be so eager to correct the mistakes of his fellows as to be watchful of his own.

With a class of bright children, who have had any training in observing and expressing themselves, the teacher will find that she has no need to help them, except as to the manner and forms of expression. She will be overwhelmed with a perfect hurly-burly of facts. And now comes the

problem—What is to be done with these facts, in order that the children may receive from them practical and permanent benefit?

In the first place, the teacher must have made up her mind beforehand just what facts she wishes to embody in the lesson, and then she must ignore the others, or, if the children press them upon her attention, she must say, "We will not speak about that now;" or, "We will leave that for another lesson."

There now remain two things to be done. One is to fix each individual fact, that it is at this time desirable to fix, in the children's minds; and the other is to arrange these facts in some such order that the children may grasp the lesson as a whole.

Ladies, if to-day all the facts that are stored in our memories were classified and arranged in order according to association of time, place or circumstance, cause and effect, etc., so that, when we wanted to recall a fact, we would know just where to go to get it, what a wonderful amount of available knowledge we should have. The surprising powers of scientific men prove that the study of the natural sciences has some such effect as this upon the mind; and I do believe that, by means of object lessons, we may so develop and train the children that they shall acquire the habit of storing up their knowledge in an orderly way, so that they may be able to recall it with ease and apply it with readiness.

Let us consider, then, the first thing to be done—to fix the individual fact in the child's mind. This can be done only by first awakening his interest in the fact, and then associating it with something already in his mind. Let us take, for example, the stem of the leaf. The children all know that it is called stem, some perhaps know that it is called *foot-stalk*, at any rate the teacher should have made up her mind that, if the children do not give her the word *foot-stalk*, she will give it to them. If, however, she only pronounces it rapidly and indifferently, it may sound to those unfamiliar with it as a foreign word. But let her dwell upon its two significant parts, and the children will readily and with pleasure reason back by comparison to the fancy in which the word originated. *The Leaf stands upon the branch.* When now they come to study a sessile leaf, will they need to be told that it *sits* upon the branch?

When the teacher has fixed in the children's minds the idea that the leaf stands upon the branch she gives them the new word *petiole*, drills them in the pronunciation of it, and tells them that it is a word made from a Latin word which means little foot. "Petiole," she says, "does not mean little foot. Petiole means this part of the leaf, but it comes from a Latin word which

means little foot." Then she calls their attention to the fact that the stem has three names—stem, foot-stalk and petiole. This takes considerable time; but a few facts so given are worth any number of facts simply hurled at or crammed into the children. And besides, this will be found to be a very agreeable kind of work, both for the teacher and the pupils. But I do not need to tell you this, any more than I do to tell you that, although it is agreeable work, it is still hard work.

And now for the orderly arrangement of facts. After the leaf has been examined and talked about, and the desirable points dwelt upon, the teacher begins to gather up such statements as have been accepted and as she desires to incorporate into this lesson. She leads the children to tell her in what order she must place them upon the board. Allow me to impress upon you, ladies, that it *must not* be the teacher who makes this orderly arrangement, but the school under her guidance—and not a few bright pupils, either, but the whole school. Better a poor arrangement that is an honest index of the work of the whole school than a better arrangement in which only a few have taken part. The teacher writes upon the board, under the direction of the children, the outline of the lesson.

In placing the children's statements upon the board, the teacher accepts whatever fact a child may give her, even though the language may not be good. But while she tells him that he is right, she asks him if he cannot tell it in a better way—give a more correct word, give the new word, etc. If he cannot, she permits others to help him. Thus she makes the children give immediate application of all the new words and phrases as they are learned.

It is quite important that all this should be written upon the board as this part of the lesson goes on, in order that the children may see it grow. Perhaps, when it is done, the teacher leads them to see that it can be improved upon, and so, under their direction, alters it until it is at least fairly good. When it is finished to the satisfaction of all, it should be left upon the board. It might, perhaps, be a good plan to have the children copy it.

If the teacher has tact, she will find little difficulty in leading the children to give, as the first important fact, that the leaf has two distinct parts—the leaf-blade and the stem. These she writes upon the board in this form:

Leaf—

Leaf-blade.

Stem.

Then she leads them to give her the other names of the stem, until it stands thus:

Leaf—

Leaf-blade.

Stem; foot-stalk; petiole.

In this way she works with the school until the result stands upon the board in some such form as the following. This outline is more elaborate than an ordinary school would be likely to give with profit, even in two lessons. But I have put into it for your use all the desirable points that would be at all likely to come up, or that it would be well even to accept for this first lesson. From them you can each select such as seem best adapted to your school and the time you have to give to the subject.

Be careful not to crowd the children with facts, nor obscure their ideas with too many words.

The Maple Leaf—

Leaf-blade.

Stem; foot-stalk; petiole.

Leaf-blade—

• Appearance—

Upper side, (sunny side,) bright green; smooth, glossy.

Under side, (shady side,) lighter green, dull; downy.

Shape—

Hand-shaped.

Parts—

Ribs; veins; veinlets; (net veined,)

Five ribs; five points; five divisions.

Cut or tear into parts— each part like a distinct leaf	{	One middle part, (division).	} Compare as to size.
		Two right-hand parts.	
		Two left-hand parts.	

Edge—

Notched like a saw; saw-edged, (serrate.)

Stem—

Long, slender, (bends easily,) limber; has a foot.

Motions—

Waves in the wind; (depends on stem and shape of leaf;) waving.

“The maple tree shakes her little hands.”

## SUGGESTIONS.

Let each child lay his leaf upon his slate and draw a correct outline of it. Then, with the leaf before him, let him put in the ribs and veins. This fixes the form in his mind.

When the children themselves bring leaves, let them tell where they were obtained.

Let some particular tree near the school-house be selected, and have the children make observations upon it, and report them at a given time at school. Let the tree become to them as a thing to love, a companion to the school. Let it be "our tree," "our dear tree," "our beautiful tree." Let them watch its leaves, and note how they change and fall. Do they come down one by one, a few each day, or does some sudden wind send them down in showers?

Let them bring specimens of its beauty, tell how they fell, where they fell, and describe them as they hold them. Let them tell how the leaves look as they lie scattered beneath the tree.

Later, when they are brown and dry, let them tell how they look, and how the wind tosses them and frolics with them.

When they are hidden by the first snow, lead the children to think of it; let them feel the pathos of it. Then ask them if now they must give up the tree? if there is left nothing more for them to notice?

And now they will find the bird's nest that was hidden by the leaves; they will notice the bare branches against the sky; perhaps they may learn to know the form of the maple tree so well that they will be able to distinguish a maple tree wherever they see it, even without its leaves.

Again, let the children bring some branches from the maple tree into the school-room; let them break off the leaf-buds, open them, and see the young leaves folded away in their winter blankets; and so set them to watching for its earliest budding in the spring.

Will not all nature be henceforth more beautiful and dear to these children for the sake of this one tree?

It may be perceived that all that is attempted by way of positive information is gathered from the observation of the leaf, the flower, the plant or the tree, and that all that may be acquired by the brightest of the children is only that acquaintance with common things which makes what is called the intelligent child, and surely no practical man will object to the cultivation even in little children of a sense of the beauty, the harmony, the music of nature.

What is attempted in Physics? Nothing more than to excite attention to the common phenomena which present themselves to the observation of boys and girls at every turn, to explain some of the simplest laws which manifest themselves in the forces of Nature. To study Mechanics, Hydrostatics, Pneumatics, Optics, etc., in the Grammar Schools, two years before the child is ready for the High School, would seem to be extreme nonsense; and so it would be, if we meant thereby all that is included in these terms. But how easy it is for a boy to make application of his knowledge of proportion in ascertaining what weight may be lifted by the aid of a lever five feet long, with the fulcrum at a given point, or to calculate how great a force is necessary to roll a barrel of flour up an inclined plane rising one foot in two. How surely does it provoke thought to see some of the simple experiments which illustrate the fact that liquids transmit any applied pressure in all directions, and to learn the application of this law to the hydrostatic press. How easy and clear the demonstration that air has weight, how that weight makes the common pump a possibility, and how it may be measured by the barometer. Is it more difficult or less fertile of results to learn how that mysterious power is generated which carries our messages over land and under the sea with almost the swiftness of thought than it is to learn and understand the rules that govern the use of the subjunctive mode?

It may be said that these things can be better studied in the High School than in the Grammar School. But to one who knows

the statistics of education in this country such a reply wears the air of mere mockery. Scarcely one in four of those who may complete the rudiments of Physics in the Grammar ever reaches the High School, and not one in seven, who may commence it. But again it is declared that it retards the progress of the pupils in Reading, Writing, Arithmetic, Spelling, etc. Statistics proving this to be quite contrary to fact, as they do, there is left no room for doubt as to the wisdom of teaching Physics in the Common School.

Nor am I willing to rest here. I believe that this kind of teaching gives to pupils "an interest in what they are learning, and a kind of practical character to it, which no other teaching could give;" that to nine-tenths of them it is of greater utility than one-half of the Arithmetic and Grammar learned at the same age. As a just conclusion, I have to say that this department of instruction demands more encouragement from the Board of Education than it has received. Thorough provision should be made for the instruction of teachers, even beyond the limit prescribed for the classes which they teach, and a sufficient set of apparatus should be placed in every house where the subject is taught.

The attention of the Board is respectfully called to the accompanying report of Professor Hotze, who has been allowed a few hours once per week in visiting the class in which the elements of Physics are taught. This diversion of his time from the work of the High School, taking, as he has done, the day devoted to literary exercises, has been without prejudice to his own classes.

#### PENMANSHIP.

I refer to the report of Mr. A. P. Root, the general Writing-Master of our Schools, as well worth the attention of the Board. Its recommendations are not the unconsidered promptings of a moment, but the results of careful observation for many years.

The supply of writing material, pens, pencils and paper, for

practice will cost the city not more than \$2,000 per annum—certainly less than one-half the cost of those materials to parents as they are now purchased.

Whether Penmanship should be introduced into the High Schools as a separate branch of study might be a subject of some doubt; but certainly there can be no question of the propriety of any effort to maintain the style of those who write well when they enter these institutions, and to improve the handwriting of those who do not.

In nothing is the teacher more likely to be imitated than in penmanship, especially if he be careless in that particular. There is, to the child, something suggestive of freedom from restraint in the superiority to all law which is exhibited in the writing of some teachers. Reinforced as this impression is by the example of nine parents out of ten, the spasmodic efforts to make good penmen in two set lessons per week are somewhat ridiculous. Penmanship is a matter of habit, and it must be carefully watched until a good hand be thoroughly established.

#### MUSIC.

When any special branch of study, as for instance, Music, Drawing or Penmanship is introduced into a system of schools, it at first excites a good deal of interest, and any decided progress or success is noticed with pleasure, but a few years having elapsed, enthusiasm is likely to die out, even though steady progress be maintained. Every year comparison is made with the two or three preceding years and the marked difference manifested at first, attracts the attention of the multitude, finally, however, the contrast can be perceived only by a professional eye. The unthinking then take it for granted that things are as they always were, and the advantages gained are slightly appreciated.

The concert at the Saengerfest Hall gave the schools of Cleveland a proud position in the estimate of even the German singing societies which were assembled at the time of their



national festival, societies which are slow to recognize the merit of anything which has not received the award of success from the hand of competent authority. Whether the result, as gratifying as it was at the time, has been of advantage to ourselves may be somewhat doubted. We seem to be resting satisfied with the advance already made. There seems to be a feeling that we may safely leave Music in the schools to take care of itself. There cannot be a greater mistake. In all important interests of any great institution, success always calls for increased effort. Even to hold our position we must work for it; but this should not be our only ambition. Great as our success has been, it has been gained under difficulties. Those difficulties are increasing year by year. The mass to be animated, directed and controlled has more than doubled since the work began. A large number of teachers, it is true, have learned to teach music well, but many, even of those who have been in the schools for years, in fact, some of the oldest in the city, yet need assistance, and the opening of every school year adds thirty or forty who know very little about it. What measures should be taken to maintain our reputation and to progress with the advancing demands of the times — whether additional special teachers should be employed, or a more thorough qualification of the regular class teachers to teach music should be demanded, lies within the province of the Board of Education only, to determine. The advance that we have already made has drawn the attention of the country, and the progress or retrogression of the future will, for that reason, be only the more marked.

#### PRIMARY WORK.

For a full account of the work of the Primary Grades, or the first four years of the course, I refer to the report of Miss Keeler. No one can read it without deep interest.

If the reputation of our schools for high excellence be just, the lower grades are entitled to no small share of the honor. The ability of the teachers employed and the methods of instruc-

tion carried out are certainly inferior to those of no other schools in the land. I compare them, of course, with the schools of the larger cities, whose size attracts attention to their systems of public education ; and this I do with confidence, especially in respect to the nicer processes of instruction and culture which can come only of intelligent interest and persistent study of the processes of development in early childhood.

I attribute this excellence to our plan of supervision, which provides special direction and oversight for the work of the schools which are attended by the little children.

As a common thing this is neglected, the attention of Boards of Education being commonly attracted to those classes which are supposed to display the products rather than the processes of education. The value of knowledge is patent to the common observer ; but the methods of education which lead to observant and thoughtful habits, the development of imagination, and the first steps in the exercise of reason, are appreciated only by those who have a deeper insight into the conditions of human progress, whether it be of the individual or of the race.

The value of Reading, Writing, Arithmetic, Geography, and perhaps Grammar, are well understood ; but the culture of the faculties is too occult a thing to attract popular attention. It cannot be displayed in the mass ; it is to be detected only in the intercourse of the individual child with his parents and play-mates, and finally, in harmoniously developed manhood and womanhood.

The report of Miss Keeler is especially valuable in its exposition of the methods of instruction adopted in the grades which are committed to her care.

#### LANGUAGE.

I wish to draw attention to the report of Mr. Day, who has had the direction of the work of the Higher Grades in Language and Grammar. His work in this department supplements that of Miss Keeler in the Primary Schools.

It is now almost universally allowed that most of the instruction which has been heretofore given in the technicalities of Grammar are fruitless of practical results where we most desire to find them, viz: in the more accurate and proper use of language on the part of the pupils and graduates of our schools. But, though the defects of our instruction in this branch are so generally conceded, no decided reformation has taken place, for the reason that every step in the process of change in any large system of schools needs the direction of some one mind. A common plan must be fixed upon, a thorough understanding of that plan must be had by all the teachers of the grade or grades affected by the change, and, finally, the examinations must be adapted to call out the particular product demanded. In the school, as in every other department of human labor, the workman prepares his work for the test to which he knows it is to be subjected.

It is for the reason above cited that the oversight of this work has been placed in the hands of the one most competent to direct it. Mr. Day's report will give the reader a good idea of the nature of the change that is going on in our schools in this particular.

#### CONCLUSION.

In the conclusion of this, my Eighth Annual Report, it is with no common pleasure and gratitude that I acknowledge the uninterrupted good will and hearty support which I have received from the teachers of Cleveland, and from those who have been most directly associated with me in the supervision of the schools.

I commend them to the highest consideration and regard of the people of Cleveland, and of their representatives—the Board of Education—whom we are proud to serve.

Respectfully submitted,

ANDREW J. RICKOFF,

*Sup't of Instruction.*

November 1, 1875.

## REPORT OF THE PRINCIPAL OF THE NORMAL SCHOOL.

TO ANDREW J. RICKOFF,

*Superintendent of Public Instruction :*

DEAR SIR :—In compliance with your request, this, the first Annual Report of the Normal School, is most respectfully submitted.

The school was established by action of the Board of Education, at its meeting held May 18, 1874. Subsequently a principal and two training teachers — Miss Julia E. Berger and Miss Kate E. Stephan — were elected, and the school duly organized at the commencement of the year, thus taking its place as a new factor in the educational force of our city.

The conditions of admission to membership in the school, as adopted by the Board of Education, were :—

FIRST.—Graduation from our High Schools ; or

SECOND.—A certificate from our City Board of School Examiners ; or

THIRD.—A certificate from a County Board of School Examiners, with not less than one school-year's experience in teaching.

For all persons not legally entitled to school privileges, a tuition fee of twenty dollars is charged. No one under sixteen years of age is admitted to membership in the school.

### STATISTICS.

The whole number of pupils registered during the year was 50, of whom 21 were graduates of our High Schools :

The average number belonging was :

First Term.....	32.1
Second Term.....	42.5
Third Term.....	38.3
For the year.....	37.6

The average daily attendance was :

First Term.....	29.
Second Term.....	39.3
Third Term.....	37.4
For the year .....	35.9

Twenty-six completed the prescribed Course and were graduated at the close of the year, viz :

EMMA R. BROWN,	CLARA HOBART,
M. ELLEN BURR,	JANNETTE F. JACKSON,
CLARA B. CASE,	LINA E. JEAN,
LOUISA L. CAMPBELL,	ADA B. JOHNSON,
HATTIE E. CHAMBERLAIN,	SELMA G. KREHBIEL,
MYRA E. CHRISTIAN,	IDA M. LANPHEAR,
LIZZIE C. CLIMO,	ELLA MARSHALL,
JENNIE CROLEY,	MARY B. MCCOY,
ROSE A. DALY,	ELLA P. MCINTOSH,
ALTA M. DEAN,	HELEN M. PATTERSON,
HANNAH A. DISSETTE,	KATE M. SHAW,
ALTA L. FRENCH,	PHEBE A. UNDERWOOD,
ELLEN E. GILL,	SARAH E. WAUD.

#### COURSE OF STUDY.

It was not deemed wise to adopt, in advance, any rigid Course of Study, and experience thus far seems to indicate that the more flexible the Course can be left, the better.

The work of the year embraced a careful review of all the subjects taught in our common schools, primarily with a view to teaching the same, while in addition to these, Mental Philosophy, Physiology, Zoology, Botany, Elocution and Object Lessons received careful attention.

Inasmuch as *Music*, *Drawing* and *Penmanship* are to be taught by every teacher in our schools as other subjects are taught, and as ready skill in execution rather than mere accuracy of knowledge of principles constitutes the ability to teach these successfully, a large portion of the time was necessarily devoted to them, under the special teachers, Messrs. Stewart, Aborn and Root.

It is not the first purpose of the Normal School to train for proficiency in academic knowledge. Indeed, we might claim that the school should be able to hold itself wholly free from responsibility as to mere scholarship.

The *theory* is that those who enter the school are familiar with the branches taught in our common schools. The *fact*, however, is, that most of those who have become members of the school, have been wanting in that comprehensive knowledge so essential to successful teaching.

While it is readily conceded that, in education, the *how* is more important than the *what*, it will also be admitted that a clear knowledge of the *what* aids greatly in rendering the *how* serviceable. It seems impossible, as at present organized, at least, to dispense with a certain amount of academic work in the school.

Still, the main object is to instruct in *methods* rather than matter; the *how* rather than the *what*; to consider the best ways of teaching and governing the children of our schools. That methods of instruction may be made a subject of study, will be admitted by all who have given any special attention to education. That there are individual peculiarities among children, no one will deny. That these peculiarities call for special treatment will not be denied by any, but it need not be admitted that these peculiarities are either so general or so numerous as to offer valid objection to the claim that very much may be known of the mind and of the laws of its action and growth. It is easier to train even a wayward child in the way he *should go* than to force him into any other, as it is easier to train a crooked sapling to upright growth than to force it into any other position that could be selected. Methods of instruction, in so far as worthy the name at all, are simply methods of the mind's activity. They are not inventions of schoolmasters, but discoveries of those who have noted with care how the mind acts and how and by what moved to action; not the *whim* of this

man or that, nor the ways of this city or that,—they are the determinings of an Omniscient Creator, stamped in the mind of man when “he became a living soul.” They are, therefore, not limited by place or people,—they are universal. To know what these laws of mental activity are, and to know how they can be respected and used in the daily work of the school, is the standard unto which the faithful teacher seeks. The work pursued in our Course has been with a view to helping the young teacher to set out aright on the road of investigation. Success in teaching can hardly be expected without some knowledge of how the mind may be roused unto action ; of how the heart may be influenced unto sympathy and love.

It is our earnest desire that the graduates of our school go out with some clear notions of how to teach and how to control a school ; but it is equally important that they go out conscious that at best they have only learned how to become intelligent students in the responsible calling they enter. Such has been substantially the work done, and may be considered a synopsis of the Course of Study.

#### TRAINING SCHOOLS.

We have had six classes of B, C and D Primary grades for our use as Practice or Training Schools. The objects of these schools are to furnish the pupils of the Normal School an opportunity to learn the *art* of teaching and of control ; an opportunity to learn in practice what has been taught them in theory ; to familiarize them with the actual work and responsibility of the calling they have chosen ; to demonstrate their fitness for teachers, and to enable those charged with the responsibility of assigning teachers to positions in our schools, to know where they may be placed with greatest profit to themselves and the schools. Here, too, these young ladies learn the amount of work to be done in each grade ; the kind of work, and something of how each part may be done ; learn in actual practice how to

govern a school. The amount of time necessarily wasted by a new teacher without experience, is very great. The amount of work demanded in carrying out the provisions of the Course of Study; how much time is necessary for each subject; how, when and where to begin; what to do with the large number of children,—how to set them at work; what should be done to stimulate to activity the dull,—what to arrest the attention of the indifferent,—what to restrain and keep within reasonable bounds the impulsive and the vicious,—all are so much a matter of mystery, that, for the time, effort is completely paralyzed, much valuable time lost, and many bad habits formed.

The training schools furnish opportunity to learn much of teaching, thus largely obviating the difficulties just enumerated.

Every member of the school has, during the year, from four to five weeks in the training school. All the responsibilities of a regular teacher are placed upon each while in this position, with the advantage, both to the school and the pupil-teacher, of the instruction, encouragement, and assistance of a teacher of large and successful experience. The duties of the training teacher are burdensome and often vexatious. To be held accountable for the advancement of two or three schools, and at the same time use these schools for practice, by wholly inexperienced teachers, is a task of no ordinary magnitude. The work of both the ladies occupying these positions — Miss Berger and Miss Stephan — has been well done, and they are entitled to the fullest measure of credit for their work and for the spirit in which it has been performed.

The long absence of the principal, on account of ill health, rendered that part of the work especially belonging to him, less serviceable to the school than it would otherwise have been. The thanks of the principal of the school, and of the pupils as well, are due, and are gratefully acknowledged, to Dr. Williams, Mr. Hotze, Miss Marshall, Mrs. Hard and Miss Stickney for their generous kindness in assuming burdens for the Normal



School, made necessary by the illness of the principal. And to the Superintendent of Instruction and the Board of Education especial thanks are due for long and patient forbearance, as well as for multiplied acts of kindness in this trying time.

Object lessons were presented to the school in a very able manner, and with excellent results, by Mrs. Rebecca D. Rickoff. Two lessons a week were given. The excellence of these lessons; the self-sacrifice of Mrs. Rickoff in consenting to give them; the enthusiasm of the school, are all worthy of the highest commendation. Perhaps no other subject taught in our schools has larger possibilities as agencies for good — no other can become less useful, or become perverted into a positive injury more readily than Object Lessons. Their value depends wholly on how they are presented, and the school was most fortunate in having this work done by one so able and so fully imbued with the spirit of the work.

The Normal School needs demonstrative and illustrative apparatus, as much, certainly, if not more, than any other school in the city. It needs books of reference and books treating of the history and philosophy of Education. In short, it needs a professional library. Even if such books were in the Public Library, under the rules governing the drawing of books, they are rendered unserviceable for our purpose. They are needed where they can be consulted at any moment. It may here be stated, that we have nothing of the kind.

In the training schools, the pupils of the Normal School learn much of the *art* of teaching — much of how to govern a school. Every thoughtful person knows that the standard of attainment in any work, depends largely on the *ideal* in the mind of the learner. If this is high or low the actual attainment is high or low. If one would attain unto great excellence, a high ideal must be established and maintained. The value of a good model in this work of establishing an ideal, cannot be overrated. Indeed, one's ideal of excellence in any work is an attainment, compared with what has been

realized by some other. That our pupils be enabled to form a high ideal of excellence in instruction and government, we need a *model school* — a school regularly taught by the ablest teacher that can be found, — a school into which the members of the school may be sent at any time, to observe the actual work of an able teacher — the actual condition of a good school. In this way, practical illustration of principles of method might be observed. The full realization of what is urged, could be seen. This school should be in the same building, and the teacher should be a member of the Normal School corps. It is needless to say, that this cannot be realized in the training schools — schools subjected to constant changes of teachers. It is questionable whether the ideal formed in these schools of experiment and of practice is not rather hurtful than otherwise.

It has been stated that the main work of the Normal School is professional rather than academic. It should be very much more so than it is or than it can be as at present organized. By our rules, the graduates of our High Schools are *entitled* to admission to a course of but one year. These pupils are found well qualified in the work of the High Schools, but have forgotten so much of the work of the Grammar School course, that it is necessary to teach them all in this school. The pupils who enter our school from the High Schools, would not make as good a record if examined on Arithmetic, Geography, History, etc., as they did when admitted to the High Schools. Yet, without reasonable thoroughness in these branches, no matter what their professional knowledge or professional skill, the schools are not for them to teach. The Board of Examiners must be satisfied. The professional skill acquired in the study of method and practice, avail little against inability to pass the ordeal of examination. I desire, therefore, to recommend that the academic examination by the Board of Examiners, be held before entering the A class. This will enable the Normal School to do its legitimate work. The class entering would doubt-

less be smaller, but it would be better. The Common School branches would then be taught only for methods of presentation. More time could be devoted to professional work, and thus, the teaching force of the city, in time, become more thoroughly professional. The B class could, as at present, pursue an academical course for the first year, and the conditions of promotion to the A grade be the same as that recommended for the admission of graduates of the High Schools. Graduates unable to enter the A might enter the B grade, and review if they so desired. The effect would be, it is reasonable to suppose, that those contemplating entering the Normal School would, during their High School course, keep reviewing the studies of the Grammar Schools.

The graduates of last year, with the exception of Miss Lina E. Jean, who is in the colored High School, Washington, D. C., are in your schools as teachers. A more faithful, earnest company of young ladies never entered the teachers' ranks, here or elsewhere. That they shall all prove successful teachers cannot be expected. That most of them have already proven their ability as teachers, I have no doubt. And if they prove more successful than the same number of teachers from elsewhere, if the failures are less disastrous than other failures, and if those who succeed prove more successful than those from other sources, the Normal School should be accounted a success.

In conclusion, I desire to express my thanks to the Board of Education for the honor conferred upon me in calling me to the position I now hold ; for the uniform courtesy and considerate kindness with which I have been treated ; to the special teachers who have had work to do in the Normal School, for their thoughtful helpfulness ; to the teachers of the training schools for their faithful co-operation and forbearance, and to the Superintendent for unvarying kindness and wise counsel.

Very truly,

ALEX. FORBES,

*Prin. Normal School.*

## REPORT OF THE PRINCIPAL OF THE CENTRAL HIGH SCHOOL.

To ANDREW J. RICKOFF,

*Superintendent of Instruction :*

SIR :—The following Report of the progress and condition of the Central High School for the year ending June, 1875, is respectfully submitted.

The whole number of Teachers employed was—

Men ..... 4    Women ..... 6    Total ..... 10

The whole number of pupils registered was—

Boys ..... 142    Girls ..... 174    Total ..... 316

The average number belonging (St. Louis rule) was—

Boys ..... 125.5    Girls ..... 154.3    Total ..... 279.8

The average of the enrollment for the several terms to compare with similar averages in previous reports, was—

Boys ..... 131    Girls ..... 160    Total ..... 291

The average daily attendance was—

Boys ..... 120.8    Girls ..... 147.0    Total ..... 267.8

The ratio of average daily attendance to the entire number registered was—

Boys ... 85.0 per ct.    Girls ... 84.5 per ct.    Total ... 84.74 per ct.

The ratio of average daily attendance to the average term enrollment was—

Boys ..... 92.2 per ct.    Girls ..... 91.9 per ct.    Total ..... 92 per ct.

The ratio of average daily attendance to the average number belonging was—

Boys ... 96.25 per ct.    Girls ... 95.25 per ct.    Total ... 95.7 per ct.

The number in School the entire year, with the exception of brief absence from illness, was—

Boys ..... 105    Girls ..... 140    Total ..... 245

being 77.5 per cent. of the entire registration.

There were in attendance at the close of the year—

Boys ..... 109 being 76.7 per cent. of the entire enrollment.

Girls ..... 141 being 81. per cent. of the entire enrollment.

Total ..... 250 being 79.1 per cent. of the entire enrollment.

The number registered in the several classes, and the number remaining at the close of the year, with their respective ages was—

	A.	B.	C.	D.	Total.
Registered ..... 19	..... 69	..... 84	..... 144	..... 316	
Remaining ..... 18	..... 59	..... 71	..... 102	..... 250	
Ratio .....	94.7 %	85.5 %	84.5 %	75.8 %	79.1 %
Average Age... 17.8	..... 16.75	..... 15.8	..... 15.3	..... 15.9	

The average age of the pupils was—

Boys ..... 15.6 years. Girls ..... 16.1 years. Total ..... 15.9 years.

The average age of the Graduating Class at the time of graduation was—

Boys ..... 17.6 years. Girls ..... 18.2 years. Total ..... 18 years.

The first of the following tables shows the numbers entering the School in the successive classes of the last eight years, together with their distribution among the several Courses of Study, and the number who, having entered with a class, finally graduated from the School, or (in the case of the later classes) are still members of the School. The second shows the entire number enrolled in the School in each of the last nine years, with the average number belonging, and the average daily attendance for the years and for the several terms, the table being made up to the close of the year 1874-5.

TABLE I.

	1868-69.	1869-70.	1870-71.	1871-72.	1872-73.	1873-74.	1874-75.
Entire No. Entering.....	70	80	77	107	122	141	132
No. in English Course .....	38	47	24	50	45	45	40
No. in German-Eng. Course.....	2	4	25	24	52	47	48
No. in Latin-Eng. Course .....	26	25	22	24	16	41	35
No. in Classical Course.....	4	4	6	9	9	8	9
No. Graduated or Now in School	25	33	33	39	48	52	72

TABLE II.

	1867-68.	1868-69.	1869-70.	1870-71.	1871-72.	1872-73.	1873-74.	1874-75.
Enrollment for Year.....	214	176	183	186	216	251	307	316
Av. No. Belonging .....	162.5	156.7	159.8	166.3	197.2	225.6	272.2	279.8
Av. Daily Attendance.....	154.5	149.3	153.9	160.	189.9	217.9	261.2	267.8
Av. No. Belonging— 1st Term.....	*	168.1	167.	176.1	207.	236.	289.5	293.9
Av. Daily Attendance— 1st Term.....	*	161.5	160.9	169.4	200.8	228.9	279.6	285.
Av. No. Belonging— 2d Term.....	175.	162.4	156.6	167.	197.1	223.9	273.2	280.8
Av. Daily Attendance— 2d Term.....	165.	153.5	150.3	159.7	187.2	215.5	260.1	262.8
Av. No. Belonging— 3d Term.....	149.	140.	150.1	152.6	184.2	215.4	250.6	261.1
Av. Daily Attendance— 3d Term.....	142.	134.3	145.	146.	178.	206.8	239.5	247.1

\* No statistics given for 1st Term of 1867-68.

The age of the pupils at the time of registration was—

AGE.....	12	13	14	15	16	17	18	19	20
Boys.....	0	7	26	31	35	35	6	2	0
Girls.....	1	6	19	35	47	37	16	8	5
Total...	1	13	45	66	82	72	22	10	5

Of the 316 entering the School in the course of the year 1874-5, exclusive of the graduates, 102 are not registered in the year 1875-6, being a total loss by withdrawals from the beginning of 1874-5 to the beginning of 1875-6 of 32.3 per cent. of the entire registration. Of these, about 2.5 per cent. were withdrawn to enter the newly-established Normal School, leaving an actual loss of about 30 per cent.

The cost of instruction per pupil on the basis of the average number belonging, and charging to the School the portion which it received of the services of Messrs. Klemm, Esch, Aborn and Stewart, was \$51.25, being a dollar less per pupil than last year.

The cost per capita of instruction for the last eight years—from the Secretary's Report, which takes no account of special assignments of teachers, nor of the cost to the individual Schools of special teachers of Music and Drawing—and also the cost per capita including such special assignments, is given in the following table :

YEAR.....	1867-68	1868-69	1869-70	1870-71	1871-72	1872-73	1873-74	1874-75
Cost per Secretary's Report .....	\$43 26	\$52 87	\$57 05	\$60 70	\$55 92	\$51 74	\$49 75	
Cost incl'g Special Assignments.....	Unknown	52 87	56 82	55 85	49 16	53 07	52 25	\$51 25

At the close of the year thirty-nine pupils graduated from the School, of whom seventeen were graduates of the Four Years' Course. The names of the graduates of the Four Years' Course are marked with a star (\*) in the following list :

## GRADUATES OF 1875.

CLUCAS W. COLLISTER,	NELLIE V. GEAR,*
ALLEN DIEMER,	KATE M. GRAYELL,*
EMIL JOSEPH,*	LENA HEIMERDINGER,
FRANK KLEPETKO,*	ELIZABETH M. KIRWAN,
WILLIAM LEWIS,*	CLARA F. KRAUSE,*
WILLIAM H. LYFORD,*	SARAH A. LEEDS,*
SPENCER B. NEWBERRY,	IDA B. MALONE,
PAUL T. NORTH,*	STELLA S. MARSHALL,
WILLIAM E. SAGE,	SARAH R. MERRELL,*
JOSEPH H. SAMPLINER,	MARY A. MORROW,*
JOHN E. THOMAS,*	MARTHA A. ROEMER,
JAMES P. WILSON,*	ESTHER SCHEUER,
	HALLEY L. SLINNEY,
MARY N. ANDREWS,*	EDNA B. STANHOPE,
MARIAN A. CAMPBELL,	RACHEL F. VENNING,
JESSIE C. CHASE,	CARRIE M. WAGEMAN,
LUCIA B. COLE,	NELLIE I. WEIDENKOPF,
HATTIE E. CORLETT,	MARY E. WILLSON,
KATE EGAN,*	MARIA WISSING,
ELIZA E. GANSON,*	ELLA J. YOST.*

## COMPARATIVE LOSSES, AND CAUSES OF LOSS.

The ratio of number remaining to the total enrollment for the last six years, is as follows :

1870.	1871.	1872.	1873.	1874.	1875.
80.8 %	79.1 %	85.2 %	85.2 %	80.4 %	79.1 %

The ratio of loss from the beginning of one year to the beginning of the next, for the past four years, is as follows :

1872.	1873.	1874.	1875.
25.5 %	24 %	26.3 %	30 %

If to the number remaining at the close of 1875, 2 per cent. be added, for the number who were transferred to the Normal School, it will be seen that the number lost during the year (a little less than 19 per cent.) does not vary materially from that of the last six years ; whilst the number lost from one year to another, is nearly 4 per cent. greater than in 1874, and 6 per cent. greater than in 1873. This increased ratio of loss is probably due to two causes : Under the wisely-exerted influence of the teachers in the A Grammar classes, a considerably greater number than formerly now enter the school, who cannot remain more than a single year. In confirmation of this, it may be noted that the ratio of loss this year from the D class, 29.2 per cent., is 7 per cent. greater than last year, and 17 per cent. greater than for the year 1873. A second cause of loss, and one deeply to be regretted, is undoubtedly the cost of the needful text books, imposing upon parents an expense which in times of financial depression is very difficult to be met. The average of necessary expense for text-books, note-books and other materials, is more than ten dollars per year, a very considerable sum for families of moderate means. The provision of the Board for loaning books on application, to indigent pupils, meets not more than two or three cases a year ; while many more, rather than thus acknowledge their pecuniary straits to the Principal and the Clerk of the Board, withdraw their children from school.



The ratio of loss from this cause, always considerable, in years like the last two, is naturally greater than usual.

#### ORGANIZATION OF THE SCHOOL.

As the building is arranged, all the pupils, seated at separate desks, study in one room ; but, since, on account of the overcrowded state of the school, the desks are now so placed as to secure the greatest economy of space, the advantages sought to be gained by separate seats are almost wholly lost. No lessons are heard in this room but the lesson in music, which is given four times a week to the entire body of pupils. Although this mode of providing for the accommodation of pupils has some striking disadvantages, most prominent among which are the difficulty of securing proper ventilation, and a measurable loss of influence on individuals by the teachers, it is not without its compensating advantages. The teacher can give undivided attention to her class-work : the pupil, while engaged in study, is not liable to have his attention distracted by a recitation going on in the same room: and by proper management, it gives opportunity for putting the pupils, to a considerable extent, under their own control, and so training them in habits of self-government and self-direction.

For purposes of recitation, the highest, or A grade constitutes one division, except in languages, in which it recites in two divisions ; 1st Latin, 2d German. The B grade, which constitutes three divisions in Language, has but two for the remaining branches. The C grade is separated into three divisions, according to the Course of Study : 1st Latin, 2d German, 3d English. The lowest, or D grade, is separated into four divisions : 1st Latin, 2d and 3d German, those choosing the German Course being a little more than two-fifths of the class ; 4th English. The divisions are made to average about thirty-five each, which is quite as many as the average teacher can work advantageously in recitation.

To promote efficiency of service, the work of each teacher is confined, as far as possible, to a single line of studies. It is certainly good educational economy to use the talents of teachers in those directions in which, from special aptitudes or acquirements, they can be made most effective; and to be able to expect from teachers, not overtaxed by too many hours of daily labor, only their freshest and most vigorous exertions.

The following programme for the first term of the year 1874-5, which differs in no important particular from that of the remaining terms, will show the manner in which the school-work is divided among the teachers. It should be said, however, that, besides the exercises which appear on the programme, Miss Wolcott had sole charge of all the essay correction, and prepared and corrected the spelling exercises for the entire school; and that Miss Marshall was Registrar of the school, keeping the records, and doing all the detail writing, besides attending individual drill for Declamation and Recitation of all the pupils.

Friday is wholly occupied with Music, Drawing, Composition, English Literature, Declamation and Roman History; every pupil having four exercises, and many, five. All the boys are required to appear in Declamation once in four weeks, and four girls each week from the classes above the D, prepare recitations of poetry. The improvement of the pupils in Drawing, Composition and Declamation has been most encouraging; and it is hoped that the elements of a better and purer taste in the selection of books for general reading are being gradually instilled into the minds of pupils. The youth of the present day certainly need all the aid and counsel which teachers can give them in the selection of books which shall elevate and purify, while they amuse.

## PROGRAMME FOR ALL DAYS BUT FRIDAY.

	9:00—9:40	9:40—10:25	10:35—11:20	11:20—12:05	12:25—1:15	1:15—2:00
Mr. Stewart ...	* Music.					
Principal .....	† Spelling .....	B Geology ...			D <sup>1</sup> Latin.	
Mr. Klemm .....		A <sup>2</sup> German ...	B <sup>2</sup> German .....	B <sup>1</sup> Cicero .....	D <sup>2</sup> German .....	D <sup>2</sup> German.
Mr. Bolton .....		C <sup>2</sup> Physics .....	C <sup>1</sup> Physics .....	C <sup>2</sup> Physics .....	B <sup>2</sup> Chemistry .....	B <sup>1</sup> Chemistry.
Mr. Pierce .....		C <sup>1</sup> Greek .....	A <sup>1</sup> Virgil .....	C <sup>1</sup> Caesar .....	B <sup>1</sup> Anabasis .....	A <sup>1</sup> Homer.
Miss Beaumont .....			B <sup>2</sup> Rhetoric .....	A <sup>1,2</sup> Polit. Econ.	D <sup>4</sup> Rhetoric .....	D <sup>1</sup> History.
Miss Friend .....		D <sup>4</sup> History ...	C <sup>2</sup> Physic <sup>1</sup> Geog.	D <sup>2</sup> History .....	A <sup>1,2</sup> Mental Philos.	
Miss White .....			D <sup>2</sup> Algebra .....	D <sup>1</sup> Algebra .....	D <sup>2</sup> Algebra .....	D <sup>4</sup> Algebra.
Miss Drake .....		D <sup>2</sup> History ...	C <sup>2</sup> Geometry .....		C <sup>1</sup> Geometry .....	C <sup>2</sup> Geometry.
Mr. Aborn .....	† A <sup>1</sup> Drawing	C <sup>1,2</sup> Drawing	D <sup>1,2</sup> Drawing ...	D <sup>2,2</sup> Drawing .....	C <sup>2</sup> Drawing .....	A <sup>2</sup> & B Drawing
RECESS—TEN MINUTES.						
RECESS—TWENTY MINUTES.						

\* The entire school thirty minutes daily, except Wednesdays.

† Only Wednesdays.

## PROGRAMME FOR FRIDAY.

	9:00-9:40	9:40-10:25	RECESS—TEN MINUTES.		10:35-11:20	11:30-12:05	RECESS FOR LUNCH—TWENTY MINUTES.		12:25-1:10	1:10-2:00
Principal .....	.....	.....	.....	.....	.....	D <sup>4</sup> Irving .....	.....	.....	.....	Declamation.
Mr. Stewart .....	Music.	.....	.....	.....	C <sup>1,2,3</sup> Goldsmith.	.....	.....	.....	.....	.....
Mr. Bolton .....	.....	.....	.....	.....	C <sup>2</sup> Goldsmith.	.....	.....	.....	.....	.....
Mr. Pierce .....	.....	C <sup>1</sup> Roman Hist'ry	.....	.....	D <sup>2,3,4</sup> Drawing ....	C Drawing .....	.....	.....	A & B Drawing.	.....
Mr. Aborn .....	.....	D <sup>1,2,3</sup> Drawing....	.....	.....	.....	D <sup>3</sup> Irving.	.....	.....	.....	.....
Miss Beaumont.....	.....	D <sup>3</sup> Composition ..	.....	.....	A Shakspeare.	.....	.....	.....	.....	.....
Miss Friend .....	.....	B <sup>2</sup> Tennyson .....	.....	.....	.....	D <sup>3</sup> Irving.	.....	.....	.....	.....
Miss White .....	.....	.....	.....	.....	.....	D <sup>1</sup> Irving.	.....	.....	.....	.....
Miss Drake .....	.....	.....	.....	.....	B <sup>1,2,3</sup> Tennyson.....	.....	.....	.....	.....	.....
Miss Wolcott.....	.....	B <sup>2,3,4</sup> Composition	.....	.....	D <sup>1,2,3</sup> Composition	A & B <sup>3</sup> Composition.	.....	.....	C Composition.	.....
Miss Marshall.....	.....	Declamation .....	.....	.....	Declamation .....	Declamation .....	.....	.....	Declamation.	.....

It will be noticed that the lady teachers have each an hour not occupied by a class. This arrangement has been made, partly, that there might be some one to overlook the large study room, but more largely, because experience has shown that teachers of large classes in the lower grades should have some time in school hours to look after the work of the less successful pupils. To the large majority of any class, the stimulus applied and the suggestions gained in the recitation are quite sufficient. But for that small number, who, whether from idleness or dullness, do their work badly, the special care of the teacher is needed outside of the general class ; and to their individual needs some of the best work of the earnest and skillful teacher can be profitably devoted. It is a very easy thing to produce splendid results with the brilliant and industrious, and the brilliancy of their achievements may easily blind us to many failures, to losses from discouragement, needlessly great ; but our highest commendations are due to the devoted teacher who can point to the indolent, reclaimed to industry,—to those slow of acquisition, encouraged to respectable proficiency. And it is well to remember that from the latter class — the class of so-called dullards, come many of those whose subsequent career reflects credit upon the school at which their education was begun.

#### METHODS OF INSTRUCTION.

The following sketch of the methods used in teaching some branches in this school, with suggestions for their improvement in some instances, is presented with no thought that there is in them anything novel or of special excellence ; but rather, with the hope that they may elicit from other High Schools a like detail of methods, and thus lead to comparisons which cannot fail to be largely beneficial to all concerned.

#### ALGEBRA.

The most marked feature of our Algebraic instruction hitherto, has been a rigid adherence to the order of presentation pre-

vailing in the usual text-books on that subject. Much time has been spent in industriously performing simple arithmetical operations on literal quantities, with the few modifications that the nature of the material imposes, as if these operations were in themselves a sufficient reason for their own performance. Thorough accuracy and system on the part of the pupil has been insisted on, and to this end, a large amount of written work has been done, which the teacher could carefully examine, criticise, and return to the pupil for correction, if needed. Individual independence has been exacted, by submitting to the class for daily recitation, fresh examples, by which the validity of their study might be tested. After many weeks of this preliminary training, the class has finally reached the equation, the special instrument of Algebra, and then probably gains its first clear perception of the reason for all this dull and seemingly purposeless drill.

It is hoped that another year may chronicle, if not an improvement, at least the result of an experiment in a more promising direction. We shall commence with very simple problems, and teach the class to form from them equations properly expressing the relations of the quantities involved in them, with the transformations needed in their solution. This will naturally lead to the study of operations which may then be pursued in its proper place in the book, constantly accompanied by the equations which both apply and illustrate the use of the operations. Thus, by so framing the problems and equations as to lead naturally up to the operations, and teaching the operations with any desirable degree of minuteness in connections which constantly keep their use prominently in view, it is believed that the subject may be more rapidly mastered, and much of the tediousness removed which usually envelops its first stages for many healthy-minded boys and girls. Most persons are more easily interested in acquisitions which they can at once apply to use, and learn to use by applying.

## GEOMETRY.

In Geometry, besides the usual discussion of the propositions, and the accurate drawing of the figures in the habitual use of the problems for construction, every operation being performed under the free criticism of the class, considerable is done in the way of original problems, applying the principles that have been learned, to construction and mensuration. Yet it does seem that this is falling far short of what should be attempted in geometrical study; for it may all be done with but a feeble exercise of the reasoning power, in discerning relations which others have made clear, and with little mental exertion beyond that of a convenient memory. It would seem that something better might be attempted in this way. After commencing in the usual manner, analyzing every proposition carefully, bringing into clear view the relations involved, and the proper order in which those relations should be presented, and pursuing this ordinary course until the pupil has become somewhat familiar with the structure of a geometric argument; then give easy propositions with properly constructed figures, accompanied by some helpful hints, such as references to previous demonstrations, and leave the pupil to construct for himself the chain of reasoning; this to be succeeded by the proposition and constructed figure, with no suggestions; until, at length, with the truth to be demonstrated before him, the pupil is left to the most difficult task of all, the real task of the geometer, the use of his own sharpened reason, and his own constructive imagination in so constructing a figure as to bring into view the relations needed for demonstration. In this final and highest Geometrical work, it is believed that the Drawing lessons of the D year will be a very efficient aid, training the imagination as they do, very directly and powerfully, in the original combination of various elements of form, for the purposes of ornamental design.

And here the remark will not be out of place, that the lessons

in drawing are proving a very valuable ally to the class-room work of the High School, in many departments of study.

#### TRIGONOMETRY.

As our only purpose in teaching Plane Trigonometry is the purely practical one, of training the pupils to the ready use of logarithms, and to the solution of problems of heights and distances, and of those cases of mensuration requiring the application of trigonometrical principles, we present the parts of the subject orally, teaching first, the mode of finding and applying logarithms, and then advancing from the simpler to the more difficult cases of trigonometrical solution, with an abundance of original problems, showing the application of all that has been learned. It has been found a most useful practice for the teacher to prepare many of the problems for the class, at the time of recitation, and to work them with the pupils; as this dispels the idea of any serious difficulty which sometimes attaches to such problems. The modes of measuring lines and angles are practically taught by the use of proper instruments, and, also, so far as is practicable, the use of instruments in measurements of distance and of height, and in the simpler cases of land surveying. This last, has, however, I regret to say, been materially interfered with the past year, by a serious damage done in some unknown way to our Transit Instrument.

After the first month's instruction, but little is required of the class except during the hour of recitation, in which they are practiced in the rapid solution of problems, and in devising modes of applying Trigonometry to difficult cases of measurement, as, from the outset of their study, the pupils have no opportunity of working for a given result, they soon become independent, as well as reasonably rapid in their operations, and thus acquire confidence in their ability to master any ordinary trigonometrical problem that may be presented.



## GENERAL HISTORY.

Our text-books of General History are necessarily little more than somewhat extended tables of chronology. These bloodless skeletons of history the teacher must clothe with flesh, and breathe into them the breath of life. To be able to do this, he must be a thorough student of history, and able to enter with keen interest into the spirit of the times and of the events of which he treats. To secure to every period a proper relative amount of time commensurate with its importance, the work is carefully distributed into lessons, at the beginning of the year. Then, before any lesson is assigned, the teacher carefully separates it into brief topics, and places them on the blackboard for the pupils to copy into their topic-books,—the topics and groups of topics being so arranged as to show, as far as possible, the proper relations of events. On these topics, the teacher proceeds to give a lecture, the points of which, including the narrations, the pupils are required to reproduce in their own language, in the succeeding lessons and reviews—a useful training in attentive listening. The topics are also required to be learned and treated in their order. But few dates are required to be committed to memory, not more than one or two of the most important in a century; but other events are so grouped about these as causes or consequents, that their position in time can be known with sufficient accuracy, from that of the event with which they are associated. For examples: The long dissensions of the orders at Rome, led, finally, to the establishment of the Licinian Rogations, B. C. 367, and this led to various modifications in the relations of the orders, Publilian Laws, Lex Hortensia, etc., and in the system of administration, chiefly beneficial to the state, and fitting it to assume a different attitude towards its neighbors,—the dates of the several changes being sufficiently fixed by the one date given; or, again: The establishment of Greek colonies, and their collisions with the growing power and aggressive spirit of Rome, led to the expedi-

tion of Pyrrhus into Italy, and his expulsion thence, B. C. 274, leaving Rome the acknowledged mistress of Italy, enabled her to enter on a career of foreign conquest, the foremost incident of which was the first Punic war,—the time of all these events being naturally suggested by the one remembered date.

This use of what may be called *central dates*, not only gives a needed and seemingly philosophic aid to historic memory, but powerfully promotes one prime object of teaching General History,—the imparting to pupils a true perception of the relation of important events to each other in time, and so guarding them against the danger of those ludicrous anachronisms to which people otherwise well-instructed are sometimes liable.

Various expedients to vary the routine of the recitation, and to fix a keen interest on the subjects taught, are resorted to by different teachers ; such as setting selected pupils to seek out the materials for a biographical sketch of some prominent character to be presented to the class ; or reading to them poems or short sketches that vividly depict some event of which they are studying ; or even permitting groups of pupils to become for a few days imaginary citizens of certain ancient states, and to take a patriotic pride in finding and setting forth all that may shed glory on their assumed nationality.

An encouraging degree of interest has been secured in this somewhat troublesome, and yet necessary branch of study ; and it is hoped that many pupils have contracted a healthy taste for historical and biographical reading, while forming such a systematic outline of historic associations as shall make future acquisitions easier and more profitable.

#### PHYSIOLOGY AND ZOOLOGY.

The brief time allotted to Physiology and Zoology,—two months to the first and one to the second, necessarily confines the instruction to giving the barest outline knowledge of each, limited in Physiology to the main points of structure and to a few of the most important of the physiological functions, like lo-

comotion, digestion, circulation and respiration; and in Zoology, to the larger categories of classification, with less knowledge of structure, it is to be feared, than is requisite to make the classification fully comprehended. The instruction in both is given, as far as time and material will permit, objectively; in Physiology, from the skeleton, when one can be borrowed, and from dissections of corresponding parts of the domestic animals; in Zoology, from a very incomplete collection of the lower orders of animals, including a few skulls of the more common vertebrates, supplemented in both Zoology and Physiology, by charts when other aids to objective study are lacking.

If time can be made for one of these branches in the A Grammar grade, it would probably be better that the elements of Physiology should be taught there, where the subject could receive a more complete and satisfactory treatment than is now possible. Then, by devoting the entire first term of the D year to Zoology, arrangements could be made for a more reasonable presentation of this branch, and one more profitable for both discipline and use,—in a study *of* creatures rather than *about* them, such study being made to lead, by a final comparison of its results, to a knowledge of the natural relationships of animals, and so to their classification as based on similarities of structure. At least two-thirds of the time should be devoted to a careful study of the lower animals, dissecting, learning the names of parts and organs and making drawings of the parts, or, where practicable, preserving for ready reference the separated parts in their proper relative positions, as may be done with most articulates.

Systematic notes of all observations should be kept, illustrated by drawings, and referring by proper indications to the specimens preserved. The teacher can easily manage that observations upon creatures nearly allied shall have their records closely associated for easy comparison, when the time comes for the study of similarities of structure.

With the kind of study here indicated, much of the wider classification will press itself irresistibly on the attention of the pupil as he advances. The remainder may employ the last few weeks of the time of study, and every step in classification will then have a meaning, even where it may be based on characters not yet fully observed. The pupil will have come to understand thoroughly, that classification is not an arbitrary process, but is the expression of relationships more or less close, indicated in similarities of structure more or less complete.

#### BOTANY.

Botany is taught as a science of accurate observation for the purposes of classification ; for our experience has shown that pupils are eager to know the names of their floral favorites, and they acquire the knowledge of the structure and characters of plants most readily in connection with the name and place in a system of special plants. Hence, after a few lessons on the parts and names of parts of plants, given with the objects and afterwards studied from the book, and some of the more obvious features of classification based on the structure of the woody axis, and apparent in the venation of the leaves ; the teacher guides the pupils in the examination of some plant, noting carefully every character, and proceeding inward from the stem to the central organs of the flower. When the characters of the plant have been mastered, and not till then, recourse is had to the artificial Key to the Flora, and the place of the plant in the system is presently found — the discovery of the systematic position thus serving as a test of the accuracy and completeness of the examination. The characters which distinguish the family to which the plant belongs, are now separated and placed on the blackboard for the pupil, and thereafter he is required to recognize any plant belonging to this family without referring to the Key. In this way are learned about twenty of the largest families, or those containing the most common plants, like the

Ranunculaceæ, Rosaceæ, Liliaceæ, Ericaceæ and Scrophulariaceæ. Little has hitherto been done with the Cryptogams, although the ferns, of which about twenty species grow in and about Cleveland, could easily be introduced with our early-fruited Osmundas. Meanwhile the study of plant forms, and the learning of botanical terms is confined almost exclusively to the mastery of those which the plants studied press into notice. Little attention has hitherto been given to making herbariums; though it would probably be well to encourage it by giving honorary credits on examination to well-arranged and properly labelled collections of, perhaps, fifty plants.

#### PHYSICS AND CHEMISTRY.

In Physics and Chemistry every point is, of course, illustrated by experiments, and the ingenuity of the teacher is taxed in devising new experiments, or in so varying old ones as to throw new light on familiar facts. Besides this, however, it is highly important in these branches, at least with pupils of the age of those composing our High School classes, that, not only should experiments accompany the lesson to illustrate its facts and demonstrate its principles, but that they should also precede the assignment of the lesson, and prepare the way for its intelligent study. Much time is often uselessly expended in these as well as in other studies, in a vain attempt to commit to the *memory* that which has no image in the *understanding*.

It is very desirable also in Chemistry that the pupils should from the outset be required to accompany the instructor in all the simpler experiments, repeating them and writing out the reactions until they become familiar, and studying all the more important properties of substances experimentally. Unfortunately, this is, at present, impracticable from the bad arrangement of our laboratory, and the deficiency of light; but the need of facilities for this kind of study and recitation should be kept prominently in view in arranging the new building which the school now imperatively needs, and must very

soon have or be crippled in its work. Opportunity for laboratory practice has however been offered to all who wished it, after the regular school hours ; and this opportunity has been sought by a number of those who showed the deepest interest in the study, and the greatest aptitude for it.

In both Physics and Chemistry, much attention is paid to their mathematical applications, and problems of some difficulty are freely given, as well as those simpler ones which are common in most text-books, especially of Physics.

#### GEOLOGY.

Geology is taught partly by recitations from a text-book, partly by sub-lecture, on which the pupils take notes, and are held responsible for a knowledge of whatever additional matter they may contain. Much attention is given to leading the pupils to draw for themselves the inferences which geologists consider warranted by certain states of fact,—as to the climate of the earth, and the position, extent and state of its land and water masses in the several geological periods, and as to the time and probable causes of the most notable physical and vital changes of the globe ; and thus the study is made to afford some incidental training in probable Reasoning.

At the outset the pupils are familiarized with the minerals that enter most largely into the composition of rocks by the study of a considerable collection of minerals, mostly unlabelled, belonging to the school. Their attention is directed solely to the various forms of Quartz, the Felspars, Mica, Calcite, Dolomite, Hornblende and Pyroxene, Serpentine, Talc, Gypsum and the Iron species. They are guided in the objective study of the most easily observed physical and chemical properties of these, until they can distinguish them with a tolerable degree of ease and certainty.

The structure and modes of occurrence of rocks are illustrated partly by specimens in the school cabinet, or those easily

seen wherever building is going on, partly by referring the class to sections made in the progress of excavations for cellars and sewers, or by the encroachment of the lake, near the city. It is very desirable that something should be done in this connection by field lessons in quarries or at natural outcrops of rocks ; but, unfortunately, this is impracticable for the great majority of a class, from the difficulty and expense of transporting large numbers to considerable distances. Some members of every class, however, make such excursions, and aid to arouse among their mates that vivid interest which comes most easily from contact with nature.

In the study of Stratigraphical Geology, great care is taken to fix indelibly the order of the Geological periods, with the most important American sub-divisions ; and the geological column is repeatedly required to be placed on the blackboard, with the prevailing materials of each period and subdivision indicated by easily-used graphic signs. In this connection, the most important economic contents of each group of rocks are carefully noted, and especially of those found in Ohio,—the chief building stones being by no means overlooked. The American distribution of the rocks of the several ages is presented with greater definiteness than it is given in the common text-books, and the pupils have for reference the most recent geological map of the United States, which accompanied Raymond's Report of 1873 on the Mineral Resources of the United States. Special attention is given to Ohio Geology, and the pupils are required to be able to draw from memory a tolerably accurate geological map of the State.

The study of the characteristic fossils by which the rocks of the several periods are recognized, is pursued by the pupils, pencil in hand, carefully copying each figure, until its form and characteristic features with its name are fixed in mind. Then, in the class, the fossils themselves are first given out to be recognized, and afterwards figures of them are drawn on the black-

board, by some from memory, by others from the specimen in hand. Some additional fossils of those commonly met with in the rocks of the several periods, are also given out to be drawn on the blackboard from the object, and afterwards copied into the note-books, either from the blackboard or from the specimens. Finally, after the fossils of an entire age, like the Silurian or Devonian, have been mastered, a list is required of all that have been studied, arranged according to their Natural History affinities.

The subject of Dynamical Geology is illustrated for the pupils as far as possible, by common phenomena going on under their own observation; and, aside from the changes attributable to igneous agencies, there are few geological phenomena that may not be illustrated by very common occurrences.

#### MENTAL PHILOSOPHY.

The instruction in Mental Philosophy is given wholly by lecture, on the basis of an extended syllabus prepared and revised by the Principal. The aim of these lectures is quite as much to direct the student in the observation of the phenomena of his own consciousness, and to guide his study of books. The pupils take such notes of the lectures as they desire, the syllabus being usually copied on the blackboard before the lecture, and then read up the subjects discussed in any works they choose. The thoroughness of their work is tested, like that of other work of the school, by monthly examinations in writing. The uniform success attending this mode of teaching Mental Philosophy, which has now been tested in senior classes for five years, naturally raises the question whether, in the higher grades of High Schools, it may not be expedient to make the pupils, to a much greater extent than at present, responsible for their own progress; and, while giving them all needful help and stimulus in the way of lectures embodying the results of the teacher's own careful investigations, and of suggestions as to sources of in-



formation or promising fields of research, leaving them still to master their subject in their own way, to choose their own authors and mode of working, to form their own opinions on disputed points, and to be held responsible only for results showing diligence and thoroughness. It would certainly require much tact and a considerable degree of learning on the part of the teacher, to resign the comparatively easy role of drill sergeant on the array of ideas and facts embodied in a chosen text-book, and to become the intelligent adviser of young people striving to think for themselves—the sympathising parent of a higher type of intellectual life struggling for development from within; but surely many such can be found in the noble array of earnest and thoughtful teachers in our various High Schools.

Among the High School subjects which might well be attempted in this way, may be mentioned, Political Economy, Science of Government, Roman and English History, and English Literature.

It is hardly necessary to say that in these lectures everything like dogmatism should be carefully avoided,—although the caution is much more easily given than observed. The spirit that should breathe in them ought to be the candor of the thoughtful investigator still seeking for the truth, rather than the intolerance of the bigot who, fancying that he has found it, thinks meanly of all who doubt. It is hardly expedient that the strongest expression of opinion should go beyond “I am at present inclined to think, etc.” It might be well also, occasionally, instead of the usual lecture, to lead the members of the class on to the free expression of their opinions on the topics discussed, with the grounds therefor, impressing them at the same time with the beauty of moderation of expression and courtesy of manner, even in the sharpest collision of opposing views. If the young men who go out from our High Schools shall thus have received some training in the polite art of expressing their opinions gently and not angrily, and of hold-

ing their own convictions however firmly, still without manifesting unpleasant suspicion that those who differ from them must be either fools or knaves, they will have received a lesson not the least useful for the grace and happiness of their future lives.

#### CONCLUSION.

From the brief hints here presented as to the modes of giving instruction in some of the High School subjects, it may be seen that we are endeavoring as far as possible to conform our methods, both in the instruction which is imparted to classes, and in the direction which is given to the individual study of pupils, to the principle that words and sentences should be the embodiment of ideas already formed or in course of formation, and not, even temporarily, the mere empty shells of thought into which the appropriate ideas may at some future time be filled. This principle, the working out of which has revolutionized primary instruction, has met with a less ready recognition as needful to be observed in shaping the methods of higher schools, from the unexpressed yet influential idea that the laws of mental development are in some way different at different ages,—that the intellectual processes of the adult differ not only in degree, but in kind from those of the child. To this has been joined another notion from which we are not yet fully freed, that some wonderful intellectual benefit accrues to the young from doing things with difficulty that might very well be done easily,—from groping blindly in a maze of unfamiliar conceptions without being furnished with the proper objective clue that would make their way plain. We have called this the cultivation of intellectual self-reliance, while it has been, in too many cases, merely the cultivation of the worst type of memory.

It seems a not unreasonable opinion that the best intellectual culture may be gained through the firm yet easy mastery of ideas rising by natural and successive steps towards the highest and most complete, until, without mis-direction of time or

energy, the young man stands in the clear centre of his possible universe ; and that intellectual independence and intellectual self-reliance is more likely to come to the youth whose ardor has not been chilled by repeated failure.

Respectfully submitted,

S. G. WILLIAMS,

*Principal of Central High School.*

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### REPORT OF SUPERVISING PRINCIPAL OF THE GERMAN DEPARTMENT.

TO ANDREW J. RICKOFF,

*Superintendent of Public Instruction,*

DEAR SIR :—In accordance with your request, I submit to you my Fifth Annual Report in regard to the work of the German Department of the Public Schools of this city, during the scholastic year of 1874–5.

GENERAL STATISTICS.—The Department consisted of 152 classes, of which 84 were Primary, 56 Grammar, and 12 High-School classes.

Fifty of the Primary classes had, daily, two hours each for German (nominally half a day, but really not quite two hours, since the German teacher is required to teach Drawing and Singing in her own school-room), while the other 34 had but one lesson of 45 minutes per day, being taught by special teachers of the Grammar grades. As in previous years, the latter arrangement was necessary in some buildings, because there were not pupils enough therein to fill a whole class, 40 to 50 being required for that purpose. The number of such cases is already reduced, and will be more so, as the pupils of full lower grades advance to higher ones. The time is not far off, in which we can dispense with special teachers in these Primary grades almost altogether, and employ them only for the Grammar grades.

All Grammar classes, 56 in number, had one lesson of 45 minutes, daily, except the B and A Grammar classes, which had four lessons a week. This exception from the rule was made upon your suggestion in order to give the English class teachers some time for Geography, which branch of instruction was threatened to be crowded out by others of certainly no less importance.

Of the whole number of classes (152) there were 80 mixed ones (including the 12 High School classes), that is such as consist of both German and English speaking pupils; 45 consisted of German, and 27 of English speaking pupils.

The number of teachers was 41 (including 3 High School teachers), of whom 26 were class teachers and 15 special teachers. The following will show the increase in the number of teachers since the establishment of our German Department, in the Spring Term of 1870.

In 1869-70.....	5	Class Teachers,	4	Special Teachers,	9	Total.
1870-71.....	7	"	10	"	17	"
1871-72.....	15	"	11	"	26	"
1872-73.....	17	"	12	"	29	"
1873-74.....	20	"	15	"	35	"
1874-75.....	26	"	15	"	41	"

TABLE I,  
*Showing the Number of Pupils Studying German, 1874-5.*

SCHOOLS.	FIRST TERM.			SECOND TERM.			THIRD TERM.		
	Germ.	Engl.	Total.	Germ.	Engl.	Total.	Germ.	Engl.	Total.
High Schools .....	35	143	178	31	132	163	30	120	150
Rockwell .....	250	147	397	248	142	390	250	151	401
St. Clair .....	288	104	392	286	102	388	273	108	381
Case .....	163	15	178	169	14	183	181	19	200
Bolton .....	15	107	122	14	103	117	17	97	114
Mayflower .....	598	135	733	578	115	693	524	121	645
Willson .....	128	90	218	115	86	201	115	83	198
Sterling .....	284	209	493	281	209	490	274	210	484
Brownell .....	424	198	622	422	189	611	434	166	600
Eagle .....	107	31	138	105	27	132	112	17	129
Kentucky .....	48	180	228	50	189	239	53	188	241
Orchard .....	458	104	562	466	101	567	497	78	575
Hicks .....	84	101	185	88	109	197	97	109	206
Wade .....	269	38	307	273	42	315	276	45	321
Tremont .....	248	145	393	269	134	403	284	132	416
TOTAL .....	3399	1747	5146	3395	1694	5089	3417	1644	5061

The number of pupils engaged in the study of German during 1874-5 was much more than one-third of all the pupils in the Public Schools, or a monthly average of 5098. The increase over last year is about 600 pupils; certainly a very gratifying proof of the popularity which the Department enjoys among the patrons of the Public School System. In what proportion these 5098 pupils were distributed in the different districts may be seen in the following tables. All numbers given show the number of pupils *belonging* — not those *enrolled*; the latter reached 5293 in the I. Term, 5283 in the II. Term, and 5547 in the III. Term.

TABLE II,

*Showing the Number of Boys and Girls Studying German, 1874-5.*

SCHOOLS.	FIRST TERM.			SECOND TERM.			THIRD TERM.			No. of TEACHERS
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
High Schools...	93	85	178	90	73	163	81	69	150	2.
Rockwell .....	188	209	397	190	200	390	189	212	401	3.
St. Clair .....	204	188	392	202	186	388	192	189	381	3.
Case.....	107	71	178	108	75	183	115	85	200	1.5
Bolton.....	77	45	122	74	43	117	71	43	114	1.
Mayflower .....	371	362	733	342	351	693	335	310	645	5.2
Willson.....	121	97	218	111	90	201	109	89	198	1.
Sterling.....	269	224	493	269	221	490	247	237	484	3.8
Brownell.....	310	312	622	304	307	611	305	295	600	5.2
Eagle .....	77	61	138	72	60	132	76	53	129	1.2
Kentucky.....	92	136	228	108	131	239	109	132	241	1.2
Orchard .....	285	277	562	307	260	567	288	287	575	4.8
Hicks .....	93	92	185	100	97	197	99	107	206	1.2
Wade .....	164	143	307	164	151	315	165	156	321	2.4
Tremont.....	190	203	393	195	208	403	181	235	416	3.
TOTAL.....	2641	2505	5146	2636	2453	5089	2562	2499	5061	40.5

TABLE III,

*Showing the Number of Pupils Studying German in the Different Grades.*

	SCHOOL YEAR.	GERMAN PUPILS.	ENGLISH PUPILS.	TOTAL 1874.	TOTAL 1873.
HIGH SCHOOLS.....A Grade.....	12th yr.	1	10	11	7
B " .....	11th "	8	30	38	29
C " .....	10th "	12	38	50	49
D " .....	9th "	14	65	79	77
GRAMMAR SCHOOLS...A Grade.....	8th "	56	172	228	218
B " .....	7th "	102	161	263	377
C " .....	6th "	194	229	423	342
D " .....	5th "	254	253	507	438
PRIMARY SCHOOLS....A Grade.....	4th "	436	253	689	687
B " .....	3d "	605	265	870	635
C " .....	2d "	745	166	911	745
D " .....	1st "	979	98	1077	844
TOTALS.....	.....	3406	1740	5146	4448*

\* The figures in this column are based upon the statistics of December, 1873.

This Table III is based upon the statistics of the first term; it shows that the number of pupils in the higher or highest grades, coming from German-speaking parents, is not in proper proportion to that in the lower grades—a thing greatly to be regretted, since it is a well-known fact that this class of pupils are very generally studious and intelligent.

German was not introduced into any new school during the past year. Although the city has increased much in size and population by the annexation of Newburgh, now 18th Ward, and although some of these districts are largely settled by German-Americans, nevertheless there seems to be but little desire on their part to introduce German instruction, or, if it is felt, it has not been presented to the authorities in a way that would secure proper measures. Permit me here to call your attention to the suggestions I shall have to make under the head of "Organization," in regard to this matter.

TABLE IV,

*Showing the Growth of the German Department during the last Six Years.*

	GERMAN PUPILS.	ENGLISH PUPILS.	TOTAL.	No. TEACHERS	SUPERVISION.
In 1869-70...	.....	.....	About 600	9	.....†
1870-71...	.....	.....	1680	17	.2
1871-72...	2250	1176	3426	26	.2
1872-73...	2479	1185	3666	29	.2
1873-74...	2909	1675	4584	35	.4
1874-75...	3438	1708	5146	41	.5
1875-76*..	3777	1786	5563	43	1.

\* At present—October, 1875.

† The figures in this column show the amount of time that the High School German teacher has devoted to the supervision of the German Department.

ORGANIZATION.—Allow me once more to touch the weak point of our Department by speaking of the “Sisyphus-work” of our German teachers in trying to mold like grades into a satisfactory state of uniformity, as long as children are permitted to enter the German Department at any time. The wise and judicious application you made of your authority in requiring any one once commencing the study of German to continue it, has helped a great deal to prevent utter confusion. But that is not, in fact, the remedy which will secure an ultimate removal of the difficulty. The Department needs some more radical measure. Whether it be found in the following suggestions, which I take the liberty of copying from last year’s report, must be left to you and to the Board of Education to decide. It must be stated frankly, that these suggestions bear within them a danger not at once apparent; it is, that, if they be adopted, the number of pupils in the higher grades will fall off during the next three or four years and that a number of pupils, now in the higher grades, having postponed entering the German Department for some reason or other, will be deprived of the advantages it offers. Still, if we consider the great advantages



which will be given to by far the greater portion of the German pupils, we should not hesitate a moment in doing what is herein proposed :

1. That all pupils of German parentage be considered *bona fide* pupils of the German Department, except in cases where parents wish the contrary.

2. That to all such children, when entering school, a card be given, addressed to the parents, with the simple question on it : " Do you wish your child to study German or not ? " These cards should be kept on file for future reference.

3.. That it be made a rule for children of English-speaking parents not to begin the study of German in D Primary (first year) but either commence in B Primary (third year), or in D Grammar (fifth year), provided their parents wish them to take it up at all. They should not be allowed to enter the German classes at any later time, except by special permit of the authorities, granted upon the condition that they pass a satisfactory examination.

Some such measures must be taken, otherwise all arrangements in the classes are upset by new beginners, the progress of the class checked, and a dissatisfaction on the part of those who are thus held back, acting like mildew, smothers all enthusiasm for the study. Knowing how ready the Board of Education is to promote the interests of our Public Schools and those of the German Department, I rest assured that some steps will be taken immediately to prevent the laudable efforts of the German teachers from being paralyzed, and to save the whole Department from slow but sure degeneration.

COST OF DEPARTMENT.— In the last report we were guilty of an anachronism in giving the cost of teaching German for the first month of the school-year 1874-75, instead of that of the year 1873-74. Though the facts and arguments would have been substantially the same, it is to be regretted, because we are forced to repeat the statistics of last year or to anticipate again matter which belongs to a future report. We prefer the latter,

and will show that notwithstanding the size of the Department, its cost is comparatively trifling, owing to reasons to be specified hereafter.

The number of pupils studying German in the Primary and Grammar schools is at present 5380 (High School pupils, 183 in number, excluded). Of these 2583 are taught by special teachers, whose compensation amounts to \$12,350.00 (cost of supervision included), or \$4.77 per child, (\$4.61 in 1874). The other 2797 pupils are taught by class teachers, who devote on an average three-fifths of their time to German. Three-fifths of their salaries amount \$6,900.00, which is \$2.47 per child, (\$2.65 in 1874).

Since the class teachers cause no extra expense (for if we did not have them, English-speaking teachers would take their places, and would have to be paid,) it is just to charge the German Department only *with what it costs extra*, that is outside of the salaries of the regular class teachers. Considering this the just and proper way to find the "Cost of the Department," we see that the expense with which the community is charged for teaching German is \$2.29 per child, (\$2.44 in 1874.)

It gives me great satisfaction to say that this decrease was predicted by me in 1873, when I paradoxically said: "Almost in the same proportion in which the Department grows the cost diminishes, until we reach the time in which special teachers are employed for the Grammar grades only."

GERMAN IN THE HIGH SCHOOLS.—The interest in German instruction in the High Schools, on the part of pupils and parents, increased during the year, which is partly shown by the increased number of pupils studying German, and partly by the slight falling off during the year. There is one question of importance which cannot be left untouched, inasmuch as it demands speedy attention. It is this:

Pupils are admitted to the High School after having passed a satisfactory examination. This examination embraces all the

branches of study treated in A Grammar grade, including German. Now, as a matter of course, it is to be granted that in case a pupil fails in German, he should not be prevented from entering the High School, but what must be strongly urged is, that he be not allowed to pursue the study of German again ; for, having failed in that branch, he will not be qualified to do justice to the increased requirements made in the course of study ; besides, any proper classification is impossible. Thus far no notice has been taken of this difficulty.

Nor is this the only drawback, there is still another more serious one which causes annoyance to teacher and pupils. It is, that pupils, never having studied German before, are permitted to begin German when entering the High School. This is certainly a right and proper thing in itself, but consider that they have to try to catch up with pupils having devoted four and more years to this study, there not being any provision made for a class of beginners. How great the difficulty is may be seen from the fact that, to my knowledge, no pupil thus far has succeeded in reaching the same standard that was attained by pupils having had a good preparation in German, except a very few who were naturally gifted with extraordinary linguistic talents.

EXAMINATION QUESTIONS.—As has been the custom heretofore, I append to this report a set of Examination Questions for publication. Any one examining these questions and comparing them with those submitted in previous years will observe the very great progress that was made in almost every grade. In what may be asked of a class can easily be seen what the class accomplished, still these questions do not give a fair index of the work of the Department, nor can they. There is more accomplished now in the way of practical application in conversation than in former years, and the results of such labors cannot be put down “in black and white.” Permit me to call attention to one peculiarity of these questions : they call for compositions, that is for re-productions of compositions having been written

during the year. We thought it well to have the pupils keep in mind sentences and whole paragraphs constructed and written by themselves, and thus to increase their "linguistic stock." It would be most commendable if the pupils of the higher grades were asked to make English compositions also, and that the subjects be the same in both departments. It would certainly tend to increase the harmony between the two departments, and the instructions given in both would have better organic growth, assisting each other. This want of mutual assistance has been felt by our German teachers not only in this branch, but in Grammar also, therefore they made one step towards meeting it, by adopting the English technical terms in Grammar besides the German terms. Of course it cannot be said that all our German teachers succeeded equally well in doing so, but only in proportion to their familiarity with the English grammar. Some have succeeded admirably, some very little. Wherever Comparative Grammar is taught, however, it proved to be of an eminently beneficial influence upon the English studies as well as upon the German.

The examination questions herewith submitted do not go as far as they would if the German Department was as many years old as there are grades. It is now at the beginning of its sixth year. This must be borne in mind by those who may judge from them the standard of the requirements.

**RESULTS.—1. In Reading.**—This branch, I am sorry to say, needs more attention in some schools, the teachers having spent too much time in colloquial exercises; that is, in the effort of making German the medium of instruction. It is certainly not to be desired to abandon these efforts, still a little more attention to Reading is needed. There are other schools, in which the teachers divide their time more judiciously, and their success deserves the highest praise.

**2. In Writing.**—Mr. Root has taken the trouble of supervising the progress in Penmanship. I must respectfully refer you to

his report. As nearly as I can judge, the writing in the upper grades of the department is deficient in schools where the teachers do not constantly watch their own writing, and do not always see that whatever they write, be written well. Good examples teach more than many penmanship lessons.

3. *In Orthography.*—Spelling, like Reading, does not in all schools come up to my expectations. By far the greater number of classes accomplish much ; it is but just to say, though, that wherever this is done, the teacher is a thorough, hard working one, not given to superfluities, one that looks at the spelling in everything the pupils write, not merely at the Spelling and Dictation lessons.

4. *In Conversation.*—This is a thing which was most earnestly pushed, and to the satisfaction of all who tried hard in accomplishing good results, it must be stated that great progress is visible since German was made largely the medium of instruction. Something more will be said on this subject hereafter.

5. *In Grammar.*—The amount of dry, grammatical instruction has decreased considerably, and pupils and teachers are the better off for it. Grammar was taught only so far as was needed to give the pupils a guide in doubtful cases, and that much was taught in the way in which all good instruction ought to be conducted, by discovering and deducting the rules, after careful observation of the examples placed before the pupils. I am not yet able to say that dry, grammatical instruction has died out completely. Still, the progress made thus far promises better results in future.

6. *In Translation.*—Verbal Translation was found to be an obstacle rather than a help, in the three lowest grades, and it was therefore abandoned in D, C and B Primary. It was found to be "a hot-bed of mistakes;" where the feeling of what is correct, is not strengthened enough yet, one language accommodates itself to the other in a manner strong enough to bewilder the pupil, and to retard progress in both languages. Instead

of Translation, we substituted "freies Uebertragen," or free Rendering, and found it to be of wholesome influence upon the organic development of both English and German. In the upper grades, translations were made from the Readers orally and in writing; partly, also, from Dorner's Guide. Most teachers connected Grammar with these lessons, and succeeded finely. Judging from numerous examination-manuscripts now in my hands, I must bestow the highest praise upon several teachers of the Department for the thoroughness and ability with which they conducted these lessons. It is not astonishing at all, to see that from classes having succeeded in Conversation better than others, better papers were returned. The greater familiarity with the German idiom acquired in colloquial exercises, renders it possible to translate more easily and more accurately than where the language is not spoken to any great extent.

7. *In Composition-Work.*—Composition-work is now an established fact in the higher grades of the German Department. Although the subjects were given out for each term alike for like grades, there is still a great difference in results. Some teachers not only prepare them better than others, but are more judicious, conscientious and thorough in correcting the manuscripts. Good judgment especially is needed in presenting to the class the mistakes committed in the manuscripts, so that important and insignificant things are not mixed, and confusion is prevented in the minds of the children. On the whole, this part of the course of study is well attended to.

8. *In Object Lessons.*—The teachers of the Primary grades are all assiduously at work in carrying out the requirements of the "Detailed Course of Study for Object-Lessons," printed in the report of 1873. The increased power of conversation in these grades bears witness to the influence Object Lessons have had upon the intellectual faculties of the little ones. Excepting a few teachers who are new in the vocation, I am happy to say that our German primary teachers do good work in the Object and Language Lessons.

9. About other requirements of the Course of Study, memorizing of poems, singing of German popular songs and the like, it may be sufficient to say that they are met with very satisfactory results.

The general results of the whole Department during the past year are such as could be justly expected from so fine a corps of teachers as we have. But they are also due to the wise counsel and friendly criticism of the Supervising Principals of the Districts, Messrs. James and Day, and those of Primary Instruction, Miss Keeler and Miss Curtiss. I cannot refrain from mentioning these ladies and gentlemen; our German teachers have ever found them ready to assist them in cases of difficult management as well as in didactic and methodical questions.

TIME FOR ENGLISH CHILDREN TO BEGIN GERMAN.—From the foregoing Table III, may be seen that a goodly number of children of English-speaking parents begin German as early as the first or second year. This is a mistake, fatal to them and injurious to the classes they are in. Experience as well as science of instruction tell that the best time for such children to take up German, is at the beginning of the third year. Having then been in school two years, they have acquired a certain skill in reading and writing English. This gives them and the teacher a basis from which to start, and they must have something to start from. The German child has some (though limited) familiarity with the German idiom to build upon when entering school. The English child has nothing of that, and being brought in contact with both languages before one is, to some extent, firmly established, it will be found that its progress in either language is retarded. The Board of Education not having set down any rules for the admission into the German Department, we were not at liberty to prohibit such children from taking up German, but we gave the parents to understand that they would do better in waiting two years, and in many cases they yielded to our advice, but the obstacles will be entirely re-

moved by adoption of some such rules as are suggested under "Organization."

TIME FOR GERMAN CHILDREN TO BEGIN GERMAN.—Should our German-American children begin to study both English and German in the lowest grade of our schools? The remark is not unfrequently heard, that this practice demanded of children at this age greater efforts than they can stand. Others say, it is not according to the well defined laws of educational theory, to teach two languages at the early age of six or seven years. One difficulty at one time is fully enough for the as yet undeveloped powers of the child. Again, we hear, that the language of the country should have the preference by all means, that this is an "American Nation," and the like. With regard to the latter named assertion, it must be said, first, that this is not an American nation as yet, but that it is the earnest desire of all right minded citizens, native and naturalized, *to make it one*. People coming from nearly all points of the compass do not form a nation by simply enjoying the blessings of one and the same form of government. Secondly, it should not be forgotten that political motives are misapplied in the discussion of educational problems. Educational science is of a very decided cosmopolitan nature, as all science is, and needs must be. Whoever thinks the language of the country should be taught first, according to educational theory, is greatly mistaken. Educational theory says nothing of the kind; it emphatically pleads for *beginning with the child's mother tongue*. According to this, German children should be taught German first, French children French, Swedish children Swedish, even if they happen to be brought into a country the majority of whose inhabitants speak the English language.

The case however is slightly different, if these children are *born* in the English-speaking country. Here the child has two mother-tongues, because its parents speak English and their own native language, and our German-American children should for that reason commence to converse with their teachers in both



languages ; mark, I say *converse*, not learn *to read and write*, in both languages at once. The educational maxim: "One difficulty at a time is enough for the as yet undeveloped mind," is correct, and we should therefore postpone the reading and writing of one of the two languages for half a year, or even for a whole year, till the mysteries of the alphabet of one of the languages are solved. And of course there can be no doubt, but that the reading of the English should have the preference, English reading being that which needs more care and attention than German. But this is no reason at all for postponing instruction in German entirely. Education, of which Instruction is an essential part, is organic growth from within, outward. The more steady or uninterrupted it is, the more it is adapted to the nature of the child. Interrupting the learning of the German language for the advantage of the English, means suffocating what has been gained before the child enters school. When it is taken up again afterward, it will be found to have lost so much ground, that long, wearying toil and labor is needed on the part of teachers and pupils to regain what had been left to spoil.

Giving due share to both languages, where the necessary basis is given, viz : a certain familiarity with them in conversation, tends to the advantage of both. In this case, the one aids the other by numerous opportunities for comparison. As a common thing, German-born children are not found to be poor English scholars. On the contrary, we see in our schools that they progress very rapidly in their English studies, although devoting at an average but three-fifths of their time to them. This answers the charge that German children are overtaxed. They certainly are not ; and the teachers can bear witness that a large majority of German parents think their children ought to do more school work at home than is required of them.

It is now generally understood to be the preferable thing, to teach the German child both languages when entering school,

but to give English Reading and Writing the front seat for about half a year, that the child may surmount the difficulties of reading and writing in one language before it takes up the same studies in the other. The German studies during this time should consist of Object and Language Lessons, Drawing, Singing, Kindergarten occupations and the like.

GERMAN THE MEDIUM OF INSTRUCTION.—In my previous reports I have laid stress upon the necessity of making the instruction in German to English children as practical and useful as it can be done, and you have approved my plans for making it so, wholly and unreservedly. Although I have tried all means to convince our German teachers of this necessity, there are nevertheless a few schools in which German instruction is chiefly limited to mere theoretical, or rather grammatical, instruction. Though no one should underrate the value of even such teaching, though no one could deny its beneficial influence upon the pupils' philological insight, still we must insist upon more practical and useful results.

The noted educator, Froebel, held the following opinion :  
“The harmonious development of man requires not only knowledge, but also skill ; not only ideas, but also application of ideas. Nay, if we consider that knowledge manifests itself usefully only through skill, that ideas enter life only through application, we are to some extent justified in looking upon the latter as the more important. Knowledge without skill, like a stuffed elephant, may challenge our astonishment, but cannot exert any influence in life. It is as unproductive of either good or evil as the sword is in the hands of a statue. The education of children, more especially in school, has suffered for centuries, and particularly in modern times, from the fatal one-sidedness of paying exclusive attention to knowledge.”—(*Prof. W. N. Hailmann.*)

The same mistake is made when German teachers torment their pupils with dry grammar rules, with pedantic translation lessons and the like, and do not make use of the German lan-

guage as the means of instruction. That there are no such extreme cases now in our German Department is true, still, as yet, our teaching German has not reached that degree of usefulness which it must sooner or later attain. "The German teacher cannot possibly be so foolish as to think that his pupils will learn to speak German while he talks English to them!" —(*Heness, in his Leitfaden.*)

Now, if *using* German is the best means for learning it, there can be no better opportunity for doing so than in the class room, in the presence of the German teacher, who can watch the pupil's first feeble steps, and give him strength by supplying him with the necessary words, correcting his mistakes, and affording opportunities for speaking. But, say some, it is impracticable to converse in German with persons who do not know German yet. Granted, for a while the teacher will need to strew in some English phrases or to translate some of his explanations; there are moments in which cases of discipline and the like compel the teacher to take advantage of his familiarity with the English idiom, especially since he has these pupils under his charge for only one lesson a day. But as sure as a person cannot learn to swim unless he goes into the water, just so sure is it that a living language is learned soonest and in the most practical way by compelling the learner to make use of it. We all know that persons learning to swim tie themselves to a rope at the beginning, until they have learned to make use of their limbs and can balance themselves; so we may in the beginning use some English, but after the first year English should be abandoned in the German classes, if it be not intended that German instruction shall be a farce.\*

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\* Perhaps it may be interesting to hear what a very successful teacher in modern languages has to say on this subject. The full quotations are gleaned from the preface to the "*Leitfaden*," by G. Heness, A. M., of Boston:

"All our immigrants unable or unwilling to pay for instruction by grammar and dictionary, are learning English by Mother Eve's method, and

**NORMAL CLASS.**—The constant growth of the German Department and the deplorable lack of German teachers forced me, last year, to prepare a few young ladies and gentlemen for the vocation. The instruction had to be given after school hours, and consisted chiefly of Grammar, Translation, Composition, Literature, and Theory and Practice of Teaching, with discussions and criticisms. Of course, this kind of preparation is very imperfect, and could be given much more thoroughly if provision were made for a German class in the Normal School. In Cincinnati it was found that the teaching of German showed great improvement after the new teachers of the Department were selected from the graduates of the Normal School of that city. The pupils of the Normal School who intend to devote themselves to teaching German might take part in nearly all the subjects taught to their English associates, and have German

all of them finish their course within a year or two with remarkable success, far outstripping those who choose a roundabout course.

“ \* \* \* and finally he should explain by questions and answers all new words by means of the vocabulary already acquired. One principle, however, must guide him throughout the course—he must never speak English. German must be the only means of communication between himself and his pupils. He must withstand every temptation to exhibit his erudition in grammar, philosophy, literature, &c., before his pupils are prepared to understand what he says in German.

“There is no longer any doubt but that this method is especially adapted to children. With them the teacher can act as a parent. He can render himself intelligible by actions not practicable with the adult. Moreover, children are still unbiassed in the perception of sounds, and their organs of speech are still so pliable as to enable them to imitate every sound correctly, and with very little practice. The adult has advantages which children have not. The reasoning powers of the former are already developed: they are readier to understand and to form rules for themselves. While, however, it is very difficult for the adult to understand and speak without translating, children take the new language, idiom and all, direct and at once, speak unconcernedly and freely, fearing neither mistakes nor the smiles of their schoolmates.

“Speech, like music, is acquired by ear. In music we hear every sound, and the ear judges of its correctness; exactly so is it in language.”

instead of Geography, or some branch which they are not likely to be called upon to teach. Allow me to urge upon you the necessity of the establishment of a German class in our city Normal School. The steady increase of pupils in our different German schools, and the difficulty of finding suitable teachers for them, claim immediate attention.

My attempts in preparing German teachers for their vocation can only be looked upon as a temporary expedient, and do not invite criticism, since almost everything was wanting that was necessary for success—suitable school-room, sufficient time for recitation, model classes, and thorough, systematic preparation on the part of the students. The latter want, viz: good preparation, may, it is true, be wanting in the Normal School at the beginning, but after a few years better results will be obtained than could ever be hoped for from private enterprise.

**TEACHERS' MEETINGS.**—Never, in any previous year, were the meetings of the German teachers (held every fortnight) so successful as they were during the year 1874-75. It seemed as if teachers vied with each other in the task of mutual improvement. Very few absences occurred, and the earnestness and ability manifested in the discussions, the importance of the subjects discussed, the fitness of the questions brought before the meetings, everything tended to make the gatherings pleasant, interesting and instructive. It would be unjust to mention any one as having contributed more than others in making the meetings interesting and instructive, for each and every one gave according to his ability, and all was received willingly and kindly. Although these general meetings were very fruitful of suggestions which could be applied immediately in the school-room, it is evident that your proposition to call meetings of the teachers of the different grades will help towards a greater uniformity than has hitherto been attained, and this year we shall carry it out, if possible, without disturbing the arrangements of former years.

CONCLUSION.—It was my intention to embody in this report the results of my observations made in schools during my sojourn in Germany last summer, but time and space forbid.

In conclusion, I desire to express my thanks to all who so effectually aided me in the fulfillment of my duties. Special thanks I owe to the Honorable Board of Education, for increasing my time for supervision, and to yourself, for numerous kind suggestions and effectual help.

Respectfully submitted,

L. KLEMM,

*Supervising Principal Ger. Dept.*

CLEVELAND, Oct. 15, 1875.

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## REPORT ON PRIMARY INSTRUCTION.

TO ANDREW J. RICKOFF,

*Superintendent of Public Instruction,*

DEAR SIR :—In accordance with your request, I submit my second report of the Primary Schools of this city.

The time which has elapsed since the writing of my former report has given opportunity to judge more accurately of methods of instruction, and to calculate with greater nicety how varied and rich the harvest may be, which five hours of daily application, aided by the efforts of a skillful teacher, will bring to a child.

It must be admitted that in this country, at least, the science of education is so empirical, that it sways and wavers with the lightest breath of public opinion. Hence, what is chiefly valuable in a report like this must, it seems to me, be its record of what can be and really is done in the schools. The science of education being a deductive one, these data will do their part toward convincing the popular mind in regard to what is really attainable in the education of children.

## LANGUAGE LESSONS.

It was not until the year just closed that we were able to systematize our Language Lessons, grade them for the different classes and place them upon an assured basis. Inasmuch as this was a problem which we were working out ourselves, without precedent and without assistance, it required time and patience to discover, not only what was possible, but what was expedient and best adapted to our circumstances.

The importance of special lessons in the use of language can scarcely be over-estimated. By the vocabulary we habitually employ, by the grammatical forms we use, by our selection and pronunciation of words, are we daily judged. This becomes a most subtle and delicate test, and from its application none escape. Our acquirements may be extensive and varied, yet, if we have no command of the instrument by which we impart our knowledge, we are robbed of one-half its value. It is vain to rely upon ordinary undirected conversation to give power over language. It does not succeed in eradicating errors, even in cultivated homes. It is true, were home and street pure in diction, accurate in pronunciation, and correct in form, our task, though not removed, would be materially lightened. But as we all know, they are none of these. The children of cultured parents, through contact with ignorant servants, acquire their forms of speech. The words of very noble men and women are often extremely awry. Even the platform and the pulpit are not entirely free from error. One recalls with despairing astonishment the story of Athenian audiences which would not brook a mispronounced word, but flung it back corrected to the speaker's lips.

With the teachers of error at every hand, the school I am convinced would greatly err did it not earnestly strive to throw its power into the opposing scale, not merely by example, but by precept and earnest effort. I am not now speaking of grammar—of nouns, and verbs, and adjectives—of pulling sentences to

pieces to see how they are made ; but of the antithesis of all this, the putting words together to express thought, the work which begins with the lisping baby, and ends I know not when.

And yet, that the intimate relation existing between the Language Lessons and other school work may be generally recognized and insisted upon, we group the lessons, so far as practicable, about the regular studies. In this way every reading lesson may become the text for a language lesson. The meaning and use of the words employed, other words which would express the same idea, choice among different arrangements of words as to which would be the best, and finally a reproduction of the thought expressed ; each holds an unquestioned place in any treatment of the reading lesson which looks toward training in language.

In the lowest grades, we group the Language Lessons about Reading and Object Lessons ; in the higher, about Reading, Geography and History ; in the highest, about Reading, History and Grammar. These do not include all the variety of training which is given, but they enable us to put our Language Lessons upon a firmer basis than might perhaps be possible in any other way.

The results sought in these lessons are to train the pupils in conversation, in accurate description and reliable narration ; at the same time to increase their vocabulary, to show the beauty and harmony of language, to study words, to improve pronunciation, to correct colloquial errors, and to teach the use of conventional forms and polite phrases.

The written exercises begin with the copied sentence and continue parallel with all the oral work of the child, giving abundant opportunity for acquiring the correct use of capitals, the general principles of punctuation, the conventional forms of letter-writing, together with the ability to express thought in written form. In these written lessons it is made a matter of importance, that the children write no more words incorrectly



than can possibly be avoided. They are always at liberty to ask the spelling of a word. It is ruinous to tell children to spell as well as they can. Their best spelling is often incorrect, and soon they become accustomed to seeing words wrongly spelled and think nothing about it. Moreover, the time we really want to know how to spell a word is when we write it, not at some future time after the writing has been done. If we are told when we want to know, the probabilities are that the mind will take cognizance of it, and the correct spelling be remembered as it would not under other circumstances. Lastly, it cultivates the habit of referring to authority, and we substitute the dictionary for the teacher as soon as practicable.

The definite plan of concentric circles is never lost sight of. The lessons of the little child of six are made to contain the germs of all that he will do when he reaches the highest grammar grade; and each year's course is but a growth from and expansion of the work which preceded it.

For our picture lessons we have used those of the text-books, beginning with the primer and ending with the geography. Prang's excellent chromos have aided much in enabling pupils and teachers to obtain correct ideas of animals and birds. With each returning spring the children come back with renewed pleasure and earnestness to the study of plants and flowers.

One criticism made with justice upon primary courses of study it has been our effort to disarm. I refer to the fact that children leaving school in the fourth year ordinarily go without the slightest knowledge of history. Of the history of the country of which they soon are to become a component, and may be controlling part, they are absolutely ignorant. Christopher Columbus is a name unknown. George Washington is in some vague and indefinite way associated with a little hatchet, though the terms of the connection are by no means clear; while of Lincoln they have heard and possess a floating idea that he had something to do with the last war.

This is not true of American children, of course, but the condition of many German and Bohemian pupils is actually as stated. Their parents know nothing of American history, never speak of it, and how could the children learn? Could we rely upon these pupils entering the B Grammar class, all would be well, but we cannot. After they have learned to read, have acquired the simplest processes of mathematics, they will go. Nothing less than a compulsory law will retain them, for the requirement of self-support is imperative. What we do must be done quickly, if we would benefit this transient class.

Throughout the entire course, and especially in the B Primary year, considerable time is given to exercises, both oral and written, in the reproduction of the language of others. The technical results desired are to give the pupils new words, teach them various forms of sentences and to cultivate their taste.

To attain these results, and at the same time give the children something worth their while to remember, nothing seemed better than stories of American history. We have used them two years with the best results; frequently in American pupils developing a real desire to read and know more of history, quite independent of school work, and giving to children of foreign parentage many facts and ideas wholly beyond their reach in any other way.

One thing ought never to be disregarded by teachers or parents in the selection of poems and stories for children to learn. It is, that these selections should be worth learning. I do not mean that they necessarily should be chosen because of facts they contain, or positive knowledge they will impart, not at all. Fancy is quite as much a part of the child's symmetrical development as fact; but they should in all respects be pure, expressed in good English, and destitute of slang. I know nothing which requires more careful supervision on the part of both parents and teachers than the reading matter which is put into children's hands. Books and stories coming from high

sources are frequently very exceptionable, from the sensational taste to which they pander.

#### OBJECT LESSONS.

Concerning Object Lessons, we reached one conclusion, namely: that to attain the best results it was absolutely necessary that the matter of different subjects studied should be carefully prepared by some one, arranged in compact form and given to the teachers. It is a very easy thing to say that the truly devoted teacher would do this for herself. This is more readily said, I have observed, by those whose knowledge of Object Lessons has been gained by seeing other people give them than by those who have attempted it themselves.

The fact is, that to prepare the subject-matter for an Object Lesson, worthy of the name, upon any object whatever, is no light task. With small children the difficulty of the problem lies not so much in what shall be put in, as what should be left out. The preparation of lessons upon common animals, as cat and cow, well known birds, as duck, turkey and robin, will tax one's efforts almost beyond belief. In the first place, the teacher must have at command the exact words to express the forms that the child sees. The child will tell what he sees and knows as well as he can, and his teacher must be prepared to accept his expressions, to aid him in modifying them, and to suggest others. These terms must be scientifically accurate, yet they must consist of common words. And so it is necessary to consult authority after authority, gaining a word from one, a suggestion from another, an interesting fact from a third, simply to get an accurate description of a common animal in terms which children may understand and enjoy. And after all one's laborious efforts it is by no means unusual to have a really excellent author, when about to treat of a common animal or bird, calmly observe: "It is so well known that no description is necessary." All this must be done to prepare the teacher simply to *listen* to the children's efforts.

Then, if there are interesting facts or curious habits which the children would be interested to learn, and which would aid to fix the lesson in the memory, the teacher dare not tell them without knowing that they are true. Then begins the weary examination of authorities, and the resources of private and public libraries are exhausted, as well as the patience of well-informed friends, ere the task is completed. We all know that not one teacher in twenty is in a position to do this work. However willing and able she may be, she has neither the time nor the opportunity to do it.

After all this has been done for and given to the teacher, there remains quite enough to tax her powers in the manner of presentation. Here her experience comes to her assistance, and with all the facts in her possession she varies, combines, modifies, displaying a series of achievements which seem almost marvelous to one accustomed only to the dull routine of text-book instruction.

I have discussed this subject at length to show what assistance is needed, in order to make Object Lessons anything more than a name ; and at the same time to express to Mrs. Rickoff, who gave us the results of her years of study on the subject, our appreciation of what she did for us. By meeting the teachers at the Institute and at the monthly meetings throughout the year, she made it possible for all to give Object Lessons intelligently—for the majority to give them successfully. Many teachers taking up the subject with interest, followed out and enlarged upon the lessons given, others covered only the ground assigned, others did not complete it. But every one did something. In the D grade the lessons were given upon the objects at school and at home ; in the C grade upon fruits, leaves, grains, animals, birds and plants.

With each returning year our teachers are becoming better able to face this "bête noir" of modern teaching. The criticisms of others no better informed than ourselves do not have

quite the extinguishing effect they once had. The old catch-words do not conjure as they formerly did, and the vague mystery which once surrounded the subject is slowly dissipating before the light of experience and knowledge.

#### READING.

The aim of our method of teaching Reading is to enable the child, at the end of his third year in school, to read any matter found anywhere, which is upon the plane of his comprehension. With this aim in view, in the lowest grade we give one-half, and in the two immediately above more than one-third, of the entire time in school to the study of Reading, and this exclusive of the time devoted to the cognate studies of spelling and language lessons. Including these, more than half of the time of the second and third years and fully two-thirds of the time of the first year is devoted to acquiring the ability to read.

Through the adoption of the phonic method, its better comprehension by the teachers, and the skill which comes with practice, the growing problem is not how the pupils shall become competent to perform the prescribed work, but by what means and from what sources they shall be supplied with extra reading matter which their advancement requires. The old dictum that a child should read his book over and over finds but few to do it honor. It is granted, I may say by all, that in order to teach a child to read well, he should read broadly upon his plane of comprehension. Because he has acquired the words and understands the thought of his school reader, it by no means follows that he has sounded the depths of all human knowledge which can be conveyed even by words of two syllables. School readers, so far as my observation extends, are not compiled with any such aim in view.

For four years have we supplied this annually recurring need by the publication of weekly leaves, distributed to the children every Monday morning. These papers have brought the School reading and the home reading more nearly together than any

other means we could employ. No book in my opinion could wisely be made to take their place, for it would fail in that essential characteristic—freshness.

No one would attempt to teach a child to read music by continually presenting to him the same score ; nor would any one dream of developing the power to draw by working continually upon one object. Still less should we expect to teach a child to read by confining his efforts to a single book or a single style of composition.

The lessons of the reading book and the matter which the child essays to read at home are widely different. The one, consisting of a carefully graded series, is read under the teacher's eye, with all the difficulties removed, or at least greatly lessened ; the other comes as it happens, is filled with new words, and teems with new ideas. It is this which causes the wide discrepancy so often seen between the judgment of the teacher and the parent. I am convinced that the teacher has absolutely no means of accurately determining the child's ability and progress, until she can give him a lesson entirely new, and observe with what success he masters its difficulties and expresses its thought.

The parent is continually doing this ; the teacher, when confined to text-books, never ; and the result is a difference of opinion which makes each incomprehensible to the other.

The fact that the child reads his school reader can never be safely taken in proof that he can read other books as well ; it not unfrequently happens that that is the only book he can read.

I do not mean to be understood as preferring the leaves to a regular reading book, or recommending that they should take its place, but simply that they should supplement its work and be the test of its success. The child should have continual practice in reading matter which he never saw before, and no book, however excellent, can do that for him.

While the Reading which shows the intelligence of the pupil, his comprehension of the text, and the power to impart its

meaning to others is all, perhaps, that we could reasonably expect, the cultivation of the speaking voice is somewhat less than we could desire.

Children learn little of this by training and much through imitation. Our teachers are careful and painstaking. They do their best; but the absence of any acknowledged standard, the fact that there is no one who has made the study of the speaking voice a specialty, and to whom they can apply for assistance and instruction, makes it impossible to produce results which under different circumstances might be gained. With little children imitation is principally to be relied upon, yet a majority of teachers go before their classes with a feeling of uncertainty which is painful, and must in some degree mar their efforts.

I know that a judicious and natural elocutionist is a person most difficult to obtain, and I should scarcely be in favor of turning our helpless children over to the tender mercies of such a one, even if found; but if the teachers might receive elocutionary instructions it would, I am convinced, work to the advantage of the schools.

It is not to be expected that all children can become easy, fluent, natural readers — whoever confidently expects this will be disappointed. That all may learn to read intelligently is, I believe, possible, but I question if that power can be gained by reading alone. Since the power of expression depends upon the power of comprehension, the children should have frequent opportunities of listening to reading of matter other than that of their text-book. Their effort to comprehend what others express assists in giving expression to their own thought.

In many of the schools, the reading time of Friday afternoon is devoted to the reading, either by the teacher or pupils, of stories or descriptions selected from books and papers brought to school for the purpose. The practice leads to much greater improvement than seems commensurate with the effort. The sight of another doing what each might do, the consciousness

of having once done well, the care requisite to thorough preparation, all tend to produce the happiest results.

#### NUMBER:

The use of objects to develop the idea of Number is so trite a subject that it seems as if there were nothing more which could be said concerning it. But it is one thing to have the fact simply accepted, and quite a different thing to have each teacher so firm a believer that she will not attempt to give a lesson without the visible means of illustrating it. The use of objects in the Number lessons is, I may say, in our schools considered quite as indispensable as the book or black-board in a Reading lesson. As a result, much which was once difficult is now easy, and the early lessons in Number are robbed of half their terror.

However, as the child progresses, it becomes very evident that it is one thing to determine the result of a combination, and quite another to fix that result in memory. The childish mind seems wholly unable to accept a single demonstration of an arithmetical truth, and then to learn the fact therefrom. There is a continual tendency to go back to the demonstration, completely ignoring the result previously gained. To this tendency we give the name of "counting," and strive by every means in our power to banish it from the lesson. Yet it is as universal as childhood, and must be as natural. However, if not overcome, it destroys all arithmetical proficiency, and how to keep its power and break the force of its weakening tendency is the problem. The only solution that we have found in the lessons of the second year is to teach the children to find the "ten" in the combination. This makes the process of going back so simple that the child can do it without conscious effort, and finally forgets to go back at all. This is the only explanation that I can as yet offer—that "finding the 10," as it is called, has made the early efforts in Addition so easy and so accurate.



This is, however, the method of an immature mind, and after the second year I am not prepared to advocate its use. There is no royal road to the Multiplication table. A knowledge of the Addition and Subtraction tables does not come by the asking. It is gained only at the price of hard work on the part of both teacher and pupil. The many devices of an ingenious teacher will naturally assist the pupil; but despite all, hard work, conscious work, must be done, and he himself must do it. Accuracy in Addition must be especially required and insisted upon, and never overlooked; for upon it depends all the progress which the child will ever make in Arithmetical studies. It is the *sine qua non* of success.

#### IMPORTANCE OF STUDY.

The improvements which have taken place in the methods of teaching within the last ten years astonish all who take the trouble to give the matter even a cursory examination. The dull monotony of the school-room has given place to bright, healthful life; the child learns because knowledge is attractive; everything within reach which will quicken, interest and hold his attention is eagerly appropriated to his use, and the result is what we might expect. Yet, side by side with our greatest success lies our greatest danger. The old-fashioned district school, with all its faults, did one thing well—it taught its pupils to use books. The book was the main-stay of both teacher and pupil. With our better methods of teaching, with oral instruction proved beyond dissent to be the most efficient in developing the childish mind, the danger is, in the lower grades at least, that the children fail to learn the use of books. They will accomplish so much more, and gain it so much easier, that a teacher, looking only to the absolute knowledge gained, will unconsciously ignore the book and lead the children to rely wholly upon her.

Conscious of this tendency, there has been a persistent effort

in all the Primary grades to teach the children to study, to learn from books for themselves. They have never been required to do anything which was not easily within their powers, but they were required to do what they could. These exercises are always brief, the object being not how much the children shall learn, but that they shall learn something unaided.

The world's lore is stored in books, and the power to extract it from them is one greatly to be desired. Let this power be regarded as one of the accepted aims of primary instruction, and it will quietly fall into its proper position, neither giving place to others nor unduly crowding them from their rightful sphere.

#### PROMOTIONS IN PRIMARY GRADES.

The Course of Study assumes the annual promotion of pupils. While as a whole, the classes are promoted at the close of the school year, there have been in accordance with your instructions, many deviations from this rule. Whenever a class or any reasonable section of a class succeed in completing the work of a grade before the close of the year, they have been promoted, with the best results. Such classes are continually appearing, and simple justice demands that they should have an opportunity to pass on as rapidly as their acquirements will enable them.

A careful study of the facts, however, has convinced me that great care must be exercised in these irregular promotions in the lowest grades. It sometimes happens that advancement in one or two of the principal studies of a grade is proffered as a claim for promotion, to the exclusion of others, very desirable, though not ranking as grade studies. For example, the promotion of Primary children depends largely on their ability to read and their comprehension of Number. It is on the basis of these two that the estimates of readiness for promotion are principally made. Yet, Writing, Spelling, training in Language, Music, Drawing, Object-Lessons, Gymnastics and general culture of

mind and manners are, as all agree, indispensable to the symmetrical and harmonious development of the child.

The danger is, that the latter will be neglected in order unduly to push the former. This is especially to be feared where a teacher's reputation in some measure is supposed to depend upon the rapid promotion of her pupils. It induces a feverish condition among both teachers and pupils which seems to me far from healthful.

If children have been delayed for any reason in their school-work, and are past the normal age, they may safely be pushed. But to push little children, directly or indirectly, seems to me an unwise and cruel thing. It matters little how the pressure is applied, whether it be the efforts of the teacher, the wishes of the parents, the ambition of the pupils,— the result is the same.

Again and again within the last three years, have classes been presented to me for promotion, which seemed to have fulfilled every condition that I could impose, except one—age. But when schools whose average age is seven or seven and a half are represented as thirsting for the intricacies of Addition, and longing for the Multiplication Table, I most respectfully decline to supply their wants. In place of advancing them to a higher grade, I have broadened the work of their own, by extending their reading, increasing their language lessons, improving their writing, giving them a wider out-look upon their own plane in lieu of removing them to a higher. As a consequence, there are really in the two lower grades, distinctive sub-grades, though these do not appear either in the statistical tables or in the Course of Study. These "sub-grades" differ, not in kind but in degree. Where the fact of immaturity does not complicate the problem, the classes are promoted; where their age will not warrant it, their own work is broadened. Many classes have been promoted, some have been held to their grade, the ultimate standard having been, in every case, what justice to the class seemed to demand. There is little danger of erring in the refusal

to promote ; since, in order to withstand the combined pressure of parents, teachers and pupils, the responsible party must be very sure of the ultimate support of their better judgment.

Interpreted in this way, our standard of promotion is elastic, responding instantly to the advancement of the pupil, yet oppressing neither teachers or children with the feeling that certain demands must be met oftener than at one stated period, nor permitting the feverish anxiety concerning promotions to extend itself throughout the year.

In conclusion, I wish to express to you my most sincere and hearty gratitude for the unwavering support, the kindly criticism, the efficient and timely aid which in every circumstance of doubt and discouragement it has been my privilege to receive. To this, more than to all else, do I attribute whatever measure of success has attended my labors.

Respectfully yours,

HARRIET L. KEELER.

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### LANGUAGE IN THE GRAMMAR GRADES.

To A. J. RICKOFF,

*Superintendent of Instruction :*

SIR:—At your request I respectfully submit the following statements and suggestions concerning the work in Language and Grammar in the Grammar grades.

That exercises in the correct use of Language should be given in all grades of school is clearly shown by the mistakes which pupils make in attempting to express even their most clearly conceived thoughts. That many of these errors are due to thoughtlessness, is no argument against the giving of such lessons. Indeed, a correct and ready use of Language is an art as difficult of accomplishment as that of Music, Drawing, Painting, etc., and is secured only through practice. Grammatical terms, definitions and rules are well enough for advanced

classes, but in the earlier Grammar grades they are useless lumber, and their introduction may well be delayed. Not only are careful and regular exercises in the correct use of Language given in all grades of our schools, but the entire school work is so conducted as to contribute directly to clearness of thought and accuracy of expression. The character of these exercises depends on the immediate object sought through their agency. The attempt to make too much out of any one lesson is quite sure to impair its value in every particular. Every lesson in Language and Composition is supposed to have some one object in view more prominently than any other. If this object be readiness and accuracy of expression, a subject is selected with which the pupils are familiar. If habits of observation are to be cultivated, exercises which call for statements concerning those things which have come under the pupils' notice, are given. If the object is the encouragement of the reflective and reasoning faculties, then the exercise is conducted with this end in view. All such exercises require not only the encouragement, but the criticism, of the teacher. Too much criticism is sure to discourage those in greatest need of help. One or two points of criticism are usually selected at each exercise ; such as the choice of words, mode of expression, continuity of thought, etc., other errors being overlooked. Clearness of expression is a point for criticism never to be neglected. The character of the criticism is quite the same, whether the exercise be oral or written.

It is obvious that no subject is suitable for an exercise in Language or Composition unless it appeal to the understanding of the pupil in such a way that his intelligence can respond. Exercises are frequently given which call for investigation and research. These are excellent as preparatory exercises. Clearly defined thought is essential to well-arranged and definite sentences. It is, therefore, essential that familiar subjects be chosen as a basis for such exercises. The sentences being alike, the unit of thought and of expression receives constant atten-

tion. Too much care cannot be bestowed upon this point. Much uncertain and blundering work arises from the fact that pupils do not know when they have completely expressed a thought. Much is gained in this respect by requiring pupils to construct sentences complying strictly with given conditions, excluding all superfluous words. - As a rule, however, all requirements should be general in their application, leaving to the pupil the choice and arrangement of the words of his sentence. These exercises are gradually extended to include several sentences, and in time, paragraphs. No exercise in Language or Composition is valuable unless it demands and receives the individual effort of the pupil. Individual thought underlies all success.

The distinction between an ordinary recitation and a Language lesson is not always appreciated even by teachers. Each should supplement the other, but neither can take the place of the other. The one seeks the development of facts—is a questioning to ascertain how well a pupil understands what he is studying—is a test of the defects and accuracy of his information; the other, using these facts already developed in regular school work or otherwise, seeks the development of proper forms of expression. The development of fact is no necessary part of a Language exercise. It consists wholly in expressing correctly and promptly that which the pupil already knows. Such exercises enlarge the pupil's vocabulary and familiarize him with the use of words.

The means, therefore, by which we seek to secure good results in Language, lie in the common-place subjects with which the pupil is familiar, and in the themes for study in regular school work. Our pupils are surrounded by that of which they know something, and to which their attention may with profit be directed. There is, perhaps, no subject of study pursued in the Grammar grades which may be made to contribute so much to the general intelligence of pupils as Geogra-

phy — in the broader and more general view that must be taken of the subject in connection with Language exercises. The character of the people of various states and countries, their occupation and productions, and the reasons therefor; governments and religions; face of the country; river and mountain systems; contrast in size, wealth and influence, with surrounding states or countries—these and kindred subjects afford an excellent basis for Language lessons. A valuable exercise, and one frequently employed, consists in the reproduction by the pupil, in his own language, of that which he has read or heard. In the more advanced Grammar grades, the conversion of poetry into elegant prose is an exercise productive of excellent results.

All the exercises to which reference is made above are given both orally and in writing. Letter-writing receives attention in all the grades.

Grammatical terms are employed to a limited extent, even in the C and D Grammar classes. While certain desirable results may be secured by the use of these terms, it is quite evident that the time spent in their study might be employed to better advantage. A certain amount of technical instruction may be desirable. A knowledge of the sentence as such is essential. Its definition is quite unimportant. The ability to select the bare expression (subject and predicate) is of vastly more importance than to be able to define these terms.

The critical analysis of sentences is not attempted in the lower Grammar grades. Construction exercises in the use of subject and predicate, and their immediate modifications, are given, the effort being to determine how the various elements of the sentence modify the subject and predicate rather than to determine their technical differences. The use of the various elements of the simple sentence is taught in the C and D Grammar grades, so that when pupils of the B grade take up the study of technical Grammar, they have only to learn and apply the grammatical terms usually employed, carrying the use of the

various terms further than heretofore, and doing more in the way of analysis.

In the succeeding grade—A Grammar—the work of the B grade is carefully and systematically reviewed, the rules of syntax being taken up in detail, and extended exercises in analysis and parsing given. The thoroughness and intelligence with which pupils accomplish their work is tested by their ability to construct original sentences illustrating the various points that come under consideration. It is probably true that more time than is actually necessary is still devoted to technical Grammar in the A and B Grammar grades. Too much time certainly is spent in mechanical arrangement, and in the discussion of close technical differences.

While it is quite impossible to determine to what extent pupils may have been benefited by the exercises in Language and Composition given throughout all the grades, it is nevertheless evident to any one acquainted with the history of our schools that very desirable progress has been made.

L. W. DAY.

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## PHYSICS IN THE GRAMMAR SCHOOLS.

A. J. RICKOFF,

*Superintendent of Instruction,*

DEAR SIR: Permit me to submit to you a short report on the degree of success which has attended the introduction of the study of Science into our Grammar Schools.

Instruction in the elements of Physical Science — or Natural Philosophy — was commenced in the B and C Grammar grades (sixth and seventh school years), four years ago. In the mean time 4,117 pupils have participated in its advantages. Each class devotes to this work from forty-five to fifty minutes a week, either in a single lesson, or, at the option of the teacher,



in daily lessons of ten minutes each. During the past year the instruction was given by thirty-four teachers.

#### DIFFICULTIES.

The instructors of these classes deserve great credit for the satisfactory results which they have obtained notwithstanding the obstacles in their way, such as the brevity of time given to the study, the novelty of it, the lack of suitable apparatus, and on the part of many teachers, a want of thorough preparation for teaching the subject.

This want was so well understood that you requested me to meet them at the general Saturday meetings, so as to familiarize them with the work. The teachers have shown great interest in these lessons. We came together twice a month in the years 1871-2 and 1872-3; and once a month, or nearly so, during the past two years. Each lesson was about forty minutes long.

While this kind of instruction greatly assisted the teacher who as yet was unfamiliar with even the elements of science, it has not proved adequate to the wants of those teachers who, after attending it two years or more, naturally feel desirous of a more advanced course of instruction. Such a course might comprise a series of lectures on the fundamental truths in Physics and Chemistry. It would benefit not only the instructors of science, but also the entire corps of teachers; and the hope has frequently been expressed that our High School apparatus may soon be such as to meet the requirements of at least a few such lectures.

As a means of additional help to the teachers, a few hours which, with the consent of the Principals of High Schools, could be spared from my time in the High School on Monday, were spent in giving lessons to some of the classes, or in examining others, and in assisting in a general way wherever assistance was desirable.

A set of plain, inexpensive apparatus, to which you alluded in the Thirty-Fifth Report, has since been manufactured in the East. It consists of articles, such as barometer, prism, and electro-magnet, the making of which is more difficult for pupil and teacher than many other contrivances which have been made by them. A number of such sets, sufficient to provide at least one for each school, could be manufactured in our city probably as well and cheaply as elsewhere.

#### RESULTS.

Notwithstanding the impediments and difficulties experienced in this new enterprise, some very good results can already be shown. It does not lie in the nature of the study of elementary science, that with only forty-five minutes instruction per week, these results can be seen by the eye, as *e. g.*, the effects of Drawing; or perceived by the ear, as when a chorus is accurately rendered; but that there have been several advantages derived from the study of science can nevertheless be shown.

*In the first place*, the pupils of these grades have acquired an amount of practical and scientific information which without the introduction of Physics into the Course of Study, they would never have received while in the Grammar Schools. This statement is proved by the success attending their examinations, for which the questions were made by myself. Although percentage results should seldom form the criteria whereby teacher, scholar or branch of study is to be judged, yet the fact deserves particular mention, that I have at times been able to submit to the B Grammar pupils, questions used in the examination of pupils in the second year of the High School; and that the same class has acquitted itself with good credit on a set of questions, all of which were taken literally from examination papers which Prof. Tyndall prepared for the science classes in London.

*Secondly*, the powers of observation of the pupils have been greatly increased and rendered more acute. This is borne out

by the multitude of questions on matters of practical importance, of scientific enquiry and of general knowledge, that are now asked by pupils. A boy has many opportunities for using the observing faculty, but he needs direction ; he must be taught how to use his powers to the best advantage. Lessons in elementary science are well adapted to this purpose. There are the weather, the atmosphere, light, heat and electricity, together with the multitudinous applications of Nature's forces, in mechanical contrivances to be met with on every hand. Still, his perceptions will lie in chaotic confusion unless sifted, classified, analyzed and compared by the teacher, after approved methods and with technical helps. In some of my visits to class-rooms I have been surprised to find not only that a large number of the pupils in a room would each have one or more questions to ask, but that their questions gave evidence of thought, of keen perception and of an uncontrollable desire to have them answered *thoroughly*. This spirit of enquiry has been felt by some of the teachers as a great inconvenience ; but it is hoped that continued practice in teaching the subject will help them to see that this spirit is of the greatest value in the education of the young.

It may not be out of place to add, that an increased circulation of popular books on science, and, generally speaking, a great improvement in the taste of the pupils of those ages for solid reading, have been reported to me by teachers and other persons competent to know.

#### METHODS.

Before describing the method by which science has been taught in the Grammar grades, allow me to explain briefly the meaning of the term method.

In teaching science two elements are dealt with : real, tangible things, or facts ; and the mental process by which to master them. The former are given us by nature, the mental process

is that of the mind. Any mental process that has special reference to a specific kind of work, is a *method*. Now, the method is of greater importance than mere facts, because method is the result of the world's study through centuries. Facts, however, are merely the *materials* for thought, and are abundant at all times ; while methods, which are the *results* of thought, have at all times been exceedingly rare. Facts ever remain the same ; methods ever vary with the progress of the world. While a knowledge of facts is of great value, a knowledge of method is far more so, and of especial value in education. The method of science is a mental process having for its object a knowledge of truth, that is, of truth acquired objectively, by one's own faculties and thought. The method of science leads to a scientific habit of mind, a habit which fits a man for any regular pursuit in life, and unfits him for none. (On the continent of Europe, young persons without science instruction are of late being debarred from situations in trading, technical and other establishments ; the Grammar Schools in Germany have, for this and other reasons, introduced the elements of Physical and Chemical Science long ago.)

Among experimental sciences, Physics is best adapted to elementary instruction, because its phenomena fall within the observation and grasp of the young learner. Its reasoning processes, although profound, are yet capable of elementary application ; and I shall not stand in fear of ever having to take my statement back if I here assert that the elements of Physics are no more difficult to a young person than the elements of Arithmetic. But either study, to be taught successfully, requires a good method ; and with only forty-five or fifty minutes allotted to science, the "How to teach it" becomes an all-important matter. First, it is necessary to confine ourselves to a judicious selection of phenomena having regard to simplicity, frequency of occurrence, preciseness and availability. Next, the pupil by thorough process of instruction is led to laws and principles ;

and lastly, these laws have to be shown by the application, or use, that is made of them. The teacher performs the experiments required in the course. Those of the pupils who show the least degree of aptitude or eagerness—and they are not wanting—try experiments and construct simple apparatus with or without the teacher's aid.

With all its imperfections, this plan is followed by good results. It has grown up in our soil; it is the offspring of existing conditions, and it will for some time to come, remain the *sine qua non* of Science instruction in the public school. Wherever it has been adopted, the effects have been favorable; whereas, scientific programmes lacking adaptability to the wants of classes and teachers, have so far conspicuously failed to confer any considerable advantages upon the schools for which they have been elaborated.

The pupil's use of a text-book in Science rests on at least as good a claim as his use of text-books in Geography and Arithmetic. The time conceded to Science is as yet very short; the book therefore furnishes opportunity for solid study and review. Teachers of Geography and Arithmetic have been trained and examined in the studies which they teach, while our Science-instructors, as a rule, have not; hence much of the instruction, especially the experimental portion of it, must be supplied by the printed page. An additional argument in favor of the use of a text-book has frequently been the fact that the pupils of the grades which study Science are of an age when a taste for reading is being formed. At this period it seems desirable to introduce them to scientific literature in order that they may become conversant with its language; for scientific articles, essays, magazines and lecture-abstracts, to be favored, read, and understood by the masses require some previous study of the subjects to which they pertain.

## CONCLUSION.

In conclusion, allow me to quote from Herbert Spencer's "Education." "For leaving out only some very small classes, what are all men employed in? They are employed in the production, preparation, and distribution of commodities. And on what does efficiency in the production, preparation and distribution of commodities depend? It depends on the use of methods fitted to the respective natures of these commodities; it depends on the adequate knowledge of their physical, chemical or vital properties, as the case may be; that is, *it depends on Science*. This order of knowledge, which is in great part ignored in our school-courses, is the order of knowledge underlying the right performance of all those processes by which civilized life is made possible. \* \* \* Thus to the question with which we set out—what knowledge is of most worth? The uniform reply is: *Science*. This is the verdict on all the counts. For direct self-preservation, or the maintenance of life and health, the all-important knowledge is: *Science*. For that indirect self-preservation which we call 'gaining a livelihood,' the knowledge of greatest value is: *Science*. For the true discharge of parental functions, the proper guidance is to be found only in: *Science*. For that interpretation of national life, past and present, without which the citizen cannot rightly regulate his conduct, the indispensable key is: *Science*! \* yet this is the kind of knowledge only now receiving a grudging recognition."

Respectfully submitted,

C. L. HOTZE.

CLEVELAND, O., Nov. 1, 1876.

## PENMANSHIP,—REPORT OF MR. A. P. ROOT.

A. J. RICKOFF, Esq.,

*Superintendent of Instruction:*

SIR:—I respectfully submit this my second Report of the Writing Department of the Cleveland Schools.

## METHODS OF INSTRUCTION.

Systematic instruction is now commenced in the first term of the first year. Success, however, in these preliminary steps, is much more dependent upon the example the teacher may set, in her black-board writing daily, than on the repeated analysis of letters; therefore it is absolutely necessary that the teachers of the Primary grades write well, at least upon the board. Pupils of these grades are taught to sit easily at the desk and hold the pencil correctly. This is followed by practice on the straight slanting line and the right and left curves. When a few simple letters have been taken, they are combined into words, and finally into short phrases and sentences.

All the small letters are given during the first year, as also such capitals as are found useful in the daily work. They are also taught to write their names, the months, the days of the week, and the name of the school. In the second year the use of the lead pencil is commenced and continued through the year. A recent feature of the instruction in the writing of the first and second years is the use of a card containing all the letters of the alphabet, capital and small, and the figures. Each pupil has one before him during the writing lesson, and at such other times as the teacher may direct. They are found to assist greatly in the writing: first, because the pupils can see the letters distinctly; and secondly, they always have a correct model to imitate. As our school-rooms are arranged, it is difficult to place the letters on the board so that all the pupils can see them equally well, and hence the device above named to obviate the difficulty.

In the third, fourth, fifth, sixth, seventh and eighth years, copy-books are used, the use of pen and ink being introduced in the third year. In all grades great care is taken to secure a good class of every-day work in the exercises required to be written.

#### PLAN OF GRADING.

Three or four times per year all the copy-books are examined and divided into four grades, viz: A, B, C and D. A is very fine, B good, C medium, and D very poor. A record is kept, showing the school grade, date, and name of the teacher. The result is also placed on the black-board in each room, and remains exposed to view until the next examination. This plan has proved eminently useful, and has been adopted by other cities. It has done more to incite pupils to effort than all other means combined. Once per term specimens of writing are taken from all the schools of the third, fourth, fifth, sixth, seventh and eighth years; also, specimens of the teachers' penmanship. These are examined, and the work of each class ranked as follows: five, four, three, two and one. Five is very fine, four good, three medium, two fair, and one very poor. A report is sent to each teacher, showing the rank of her class.

Any school marked five is considered as obtaining excellent general results. The aim is to make every pupil in a class a good writer, as it is manifestly unfair that a class get a reputation for good penmanship on the work of a few persons. "The greatest good to the greatest number" should be the aim in writing as in other things.

#### NORMAL SCHOOL.

Two lessons per week, of forty-five minutes each, are given to writing, a portion of each lesson being devoted to black-board work, and the remainder to practice in copy-books with pen and ink. A serious obstacle, however, to the highest success, is met at the outstart in the fact, that young ladies entering



from our High Schools, have received little or no systematic drill the three or four years preceding the Normal, and hence it is necessary to commence the work, as if no care had been given to their penmanship. It is earnestly hoped that this defect may be remedied by giving more attention to writing in the High Schools. If penmanship is ever valuable, such value does not lessen as pupils approach the High School, nor after they have entered it. I do not know how to remedy the evil, except by making it a branch of study, as are Drawing and Music, and certainly it is no less worthy a place in the course of study.

To say that legibility is the sole purpose in writing, is to aim low, and it will always be impossible to secure great interest in the art unless the aim be higher. Let young men and women feel that poor writing is to be deplored and that elegant penmanship is not only an accomplishment, but a thing of practical value. The inference is natural, that little or no care in the writing, means that it is not considered of sufficient importance to give it special attention, and is it, therefore, a wonder that it is neglected by the pupils of our High Schools, and that young ladies enter the Normal with little or no ambition to excel in the art?

#### GERMAN WRITING.

German writing remains under my direction, and the results have been, in the main, satisfactory. The teachers have taken hold of the work earnestly and cordially, and I desire to thank them again for their co-operation with me. The very limited amount of time that can be given to special writing lessons, in the German Department, demands that every teacher give great care to his black-board writing, as also the daily written lessons of his pupils. Where such care is strictly given, good results are obtained.

#### SUPPLY OF WRITING MATERIALS.

I desire again to call attention to the great advantages to be gained from having such materials as pens, pen-holders and

practice paper, furnished by the Board of Education. The advantages are, first, a great saving in the cost of these articles, and, second, convenience — always being able to get what is wanted, without needless delay. As now arranged, it is impossible to have a school supplied at any given time, and thus the work of a class is often seriously interrupted. Third, uniformity in the kind and quality of materials. This is peculiarly necessary, since it is difficult to judge or compare the work of different grades or classes with fairness, if materials differ in quality. It is hoped that this matter may receive early attention by the Board of Education.

Respectfully submitted,

A. P. Root.

Cleveland, O., Nov. 1, 1875.

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#### MUSIC,—REPORT OF MR. N. COE STEWART.

To ANDREW J. RICKOFF,

*Superintendent of Instruction :*

DEAR SIR :—I have to report, for the past year, improvement in our work over preceding years. There has been a better appreciation, both on the part of teachers and pupils, of the fact that “good results are to be obtained only by systematic study, and by patient, earnest and daily drill.” There has been also a better understanding of the purpose and obligation of our work, and consequently less friction between teachers and pupils. In fact, the teachers who do not give the music lesson with a fair degree of enthusiasm and thoroughness, without urging and considerable watching, are comparatively few, while a majority have done and are doing as well as the greatest exactitude under existing circumstances would require. The attendance at the Saturday practice meeting has been greater than

previously, and the result is so evident, in the schools of those teachers who do attend, that, with scarcely an exception, their attendance at such meetings might be accurately determined from the schools themselves. I have kept a record of attendance at these meetings, as well as of visits to their respective schools, and can attribute the marked results to no other cause than attendance at these meetings. And this is true of our older teachers as well as those who have more recently come among us. The disposition to routine work and consequent loss of enthusiasm is certainly very greatly avoided by these meetings. Besides, also, the improvement in method which experience suggests, as well as the practice of songs and exercises other than those used in their schools, keeps them better apace with the times in ability and spirit. I would, by all means, advise the continuance of such meetings, and if it be possible, extend their benefits to every teacher in our schools. I think the ease and satisfaction in their daily work, would far outweigh the inconvenience of regular attendance.

The number of pupils who take but little interest in singing and who do not work earnestly in the regular lessons, is very small; and when such cases do exist, the cause is usually incompetency or negligence on the part of the teacher, either in the school in which they now are or in some previous grade.

In a recent examination of the A Grammar and High schools, but three pupils were found who did not have sufficient control of their voices to sing their vocal exercises and tunes they had studied; two of these were new pupils, and one was so very short-sighted that by common consent he had been permitted to attend indifferently to his singing.

In all grades more attention has been given to writing music, from hearing it sung,—that the pupils may sing more understandingly, be better readers at sight, and able also to write their own musical thoughts,—and the result has been quite satisfactory, both in uniform work in singing and in the benefits it is

expected music will confer. One can learn to read a language without being able to write it, yet it cannot be conceived that one could learn to write a language without being able to read it.

The results of examination in music in the High Schools have not been as satisfactory as formerly, and obviously for the reason that they were not had as often as in the other studies. The fact that they come only once a term, and not with the frequency of other studies, has had an influence in causing the pupils to think that "music was not of so much consequence, and therefore it need not be attended to so carefully." To me it is a plain duty, that pupils should appreciate that their standing in music is just as important and will be looked after with the same exactness as other studies. By bettering our method of examinations, for instance, by arranging (as can be done) to determine the ability to sing their tunes, and use their voices,— "vocal training,"—during the daily work preceding examination time, then their writing music, answering questions and defining, and sight exercises would occupy so short a time and could be so sandwiched with the regular class-work that any interference with other studies, or that the examination occupied too much time, would not be thought of.

I would also most respectfully make the following suggestions for the future, which to me seem imperative.

First : As the ability to read music (at least well enough to learn a tune by himself), to sing well and to have a taste for good music, gives a pupil a power, which it is certain will be exercised, to entertain himself, to come in contact with the purest thoughts and loftiest emotions of the "great masters," and to carry into his own life and the home of which he is a member a relief, a comforter that is in itself so pure, so elevating and so charmingly adapted as a companion to all employments, to all ranks and conditions of life and to all compartments of society, as music, I say, gives all this and more too ; and as so many pupils leave school before entering the Grammar grades, I would

most earnestly recommend that at least a half-hour every day be given to music in all the Primary grades. I make this recommendation as a parent who has children in school, and with due appreciation of the value of other studies.

With any given amount of time I believe more work will be done if the schools are visited by a supervisor regularly every two, or at most, three weeks. The large number of schools, and the regular High School and A Grammar lessons make it impossible for me to thus visit them. I would urgently recommend the employment of a thoroughly competent assistant in music, one whose knowledge of music, whose experience in class teaching, and whose habits and address would commend him to all, and would require for him a liberal salary.

The beneficent results of the Saengerfest, our commencements and exhibitions urge me to recommend that provision be made for a "music festival" at least once each year. This, carefully managed, would give a healthful incentive, would give rare enjoyment to pupils and the people, and would assist toward that co operation and sympathetic feeling so essential in school management. I would also recommend for a similar purpose a system of "open days," to which parents and friends shall be invited to witness the "regular working" of the school, at least in this branch.

I would also recommend such regular examination of all teachers in our schools, as will eventually give us a corps of teachers competent both in ability and sympathy for this work.

Truly yours,

N. COE STEWART.

# Statistical Tables.

TABLE I,  
*Showing the Number of Teachers Employed, the Cost of Instruction, and the Enrollment and Attendance of Pupils for the Year ending  
 June 26, 1875.*

SCHOOLS.	AVERAGE NO. TEACHERS.				COST OF INSTRUCTION.	BOYS.			GIRLS.			TOTAL BOYS AND GIRLS.		
	Special German.		Class Teachers.			Number Registered.	Average Number Belonging.	Average Daily Attendance.	Number Registered.	Average Number Belonging.	Average Daily Attendance.	Number Registered.	Average Number Belonging.	Average Daily Attendance.
	Males.	Females.	Males.	Females.										
Alabama . . . . .	. . . . .	. . . . .	. . . . .	3.0	\$ 1,632 75	118	83.6	78.5	122	74.9	69.8	240	158.5	148.3
Bolton . . . . .	. . . . .	. . . . .	. . . . .	5.0	4,100 00	153	118.9	112.2	124	101.3	94.9	277	220.2	207.1
Brownell . . . . .	. . . . .	. . . . .	. . . . .	23.9	16,642 75	729	550.0	524.2	721	575.0	547.0	1450	1125.0	1071.2
Case . . . . .	. . . . .	. . . . .	. . . . .	11.0	6,101 50	406	288.1	268.9	362	232.6	213.5	768	520.7	482.4
Charter Oak . . . . .	. . . . .	. . . . .	. . . . .	2.0	1,100 00	91	51.3	47.2	79	45.9	42.2	170	97.2	89.4
Clark. . . . .	. . . . .	. . . . .	. . . . .	3.9	1,977 50	158	103.7	98.3	168	114.6	107.7	326	218.3	206.0
Crawford . . . . .	. . . . .	. . . . .	. . . . .	1.0	450 00	22	11.3	10.0	21	13.5	12.4	43	24.8	22.4
Dunham . . . . .	. . . . .	. . . . .	. . . . .	1.0	497 50	27	16.8	15.9	34	23.3	21.8	61	40.1	37.7
Eagle . . . . .	. . . . .	. . . . .	. . . . .	6.0	3,984 88	306	199.1	183.7	312	202.1	185.2	618	401.2	368.9
Euclid . . . . .	. . . . .	. . . . .	. . . . .	3.0	1,675 25	96	63.7	58.0	80	52.3	47.5	176	116.0	105.5
Fairmount . . . . .	. . . . .	. . . . .	. . . . .	4.0	2,095 00	136	91.6	86.0	123	85.9	79.7	259	177.5	165.7
Garden. . . . .	. . . . .	. . . . .	. . . . .	2.0	1,000 00	76	57.3	53.7	83	53.1	48.3	159	110.4	102.0
Gordon. . . . .	. . . . .	. . . . .	. . . . .	2.0	827 50	93	51.1	45.8	106	62.1	54.0	199	113.2	99.8
Hicks . . . . .	. . . . .	. . . . .	. . . . .	10.2	6,429 00	373	261.6	248.0	401	279.4	262.5	774	541.0	510.5
Kentucky. . . . .	. . . . .	. . . . .	. . . . .	13.6	10,580 75	351	280.7	269.3	451	351.5	335.3	802	632.2	604.6
Kinsman . . . . .	. . . . .	. . . . .	. . . . .	1.0	550 00	47	32.0	20.0	42	28.8	25.9	89	60.8	54.9

Madison					2.0	1,076 00	70	44.5	41.1	75	51.4	46.4	145	95.4	87.5
Mayflower					21.3	12,519 25	731	550.9	533.2	694	542.3	513.5	1425	1099.2	1046.7
Meyer				1.0	1.7	1,021 25	61	31.1	28.2	75	42.3	37.5	136	73.4	65.7
North					8.0	4,062 25	264	188.2	174.1	268	179.6	162.8	532	367.8	336.9
Orchard				1.0	17.0	10,713 00	727	487.4	454.7	657	461.5	427.7	1384	948.9	882.4
Quincy					2.0	992 50	70	53.9	51.5	67	47.2	44.7	137	101.1	96.2
Ridge					1.0	550 00	30	19.2	17.3	25	12.7	11.2	55	31.9	28.5
Rockwell					18.8	14,436 00	636	430.5	402.2	638	444.9	413.3	1274	875.4	815.5
St. Clair				1.6	16.0	11,075 50	548	398.3	373.2	493	386.8	361.7	1041	785.1	734.9
Sterling				-9	23.0	15,837 50	748	562.0	531.4	742	553.6	518.1	1490	1115.6	1049.5
Tremont				1.0	12.1	7,083 75	489	325.3	307.8	498	349.6	326.9	987	674.9	634.7
Union Mills					2.0	1,097 50	98	53.7	47.8	77	46.5	40.0	175	100.2	87.8
Wade				-5	9.2	5,461 25	361	236.7	224.6	346	230.4	217.6	707	467.1	442.2
Walnut					8.7	4,863 45	268	182.4	170.5	282	213.6	200.9	550	396.0	371.4
Warren					7.6	3,948 75	334	241.1	225.3	287	203.6	187.7	621	444.7	413.0
Washington					11.9	6,536 75	492	336.8	313.1	406	275.4	255.7	898	612.2	568.8
Willson				1.0	13.0	7,296 50	511	346.4	324.4	484	335.8	311.3	995	682.2	635.7
Woodland					2.0	1,090 00	74	47.1	44.1	53	35.0	32.2	127	82.1	76.3
Total Gram. & Prim.	9.8	5.0			269.9	169,905 58	9694	6802.3	6393.2	9396	6708.5	6256.9	19090	13510.8	12650.1
Normal School					1.0	2,500 00				50	37.6	35.9	50	37.6	35.9
Central High School					6.0	14,198 00	142	125.5	120.8	174	154.3	147.0	316	279.8	267.8
West High School					2.0	8,960 00	77	63.7	60.9	75	56.7	53.5	152	120.4	114.4
East High School					2.0	5,400 00	39	34.8	33.9	37	31.2	29.5	76	66.0	63.4
Newburgh Branch					1.3	1,194 55	7	6.1	5.8	14	10.3	9.7	21	16.4	15.5
Total Higher Schools,					11.0	32,252 55	265	230.1	221.4	350	290.1	275.6	615	520.2	497.0
GRAND TOTAL	9.8	5.0			281.2	\$202,158 13	9959	7032.4	6614.6	9746	6998.6	6532.5	19705	14031.0	13147.1



TABLE II,  
*Showing Time of Continuance in School during the School Year ending June 26, 1875.*

SCHOOLS.	BOYS AND GIRLS.												Total Number Registered.
	Less than Two Months.	Per Cent. of the Whole Number Registered.	Two and Less than Four.	Per Cent.	Four and Less than Six.	Per Cent.	Six and Less than Eight.	Per Cent.	Eight and Less than Ten.	Per Cent.	The Entire Year.	Per Cent.	
Alabama . . . . .	27	11.2	53	22.1	23	9.6	33	13.8	54	22.5	50	20.8	240
Bolton . . . . .	14	5.0	31	11.2	23	8.3	33	11.9	80	28.9	96	34.7	277
Brownell . . . . .	111	7.6	172	11.9	110	7.6	170	11.7	341	23.5	546	37.7	1450
Case . . . . .	105	13.7	130	16.9	65	8.5	98	12.8	197	25.6	173	22.5	768
Charter Oak . . . . .	21	12.4	39	22.9	27	15.9	26	15.3	31	18.2	26	15.3	170
Clark . . . . .	35	10.7	44	13.5	37	11.3	89	27.3	60	18.4	61	18.8	326
Crawford . . . . .	12	27.9	6	14.0	5	11.6	4	9.3	7	16.3	9	20.9	43
Dunham . . . . .	11	18.0	4	6.6	10	16.4	11	18.0	15	24.6	10	16.4	61
Eagle . . . . .	93	15.0	102	16.5	56	9.0	93	15.0	154	25.2	120	19.3	618
Euclid . . . . .	26	14.8	26	14.8	17	9.7	27	15.3	48	27.3	32	18.1	176
Fairmount . . . . .	25	9.6	51	19.7	29	11.2	28	10.8	75	29.0	51	19.7	259
Garden . . . . .	27	16.9	15	9.4	12	7.6	21	13.2	51	32.1	33	20.8	159
Gordon . . . . .	44	22.1	62	31.2	20	10.1	17	8.5	51	25.6	5	2.5	199
Hicks . . . . .	94	12.1	117	15.1	79	10.2	77	10.0	180	23.3	227	29.3	774
Kentucky . . . . .	59	7.4	98	12.2	53	6.6	91	11.3	193	24.1	308	38.4	802
Kinsman . . . . .	8	9.0	16	18.0	9	10.1	20	22.5	24	26.9	12	13.5	89
Madison . . . . .	16	11.0	28	19.3	20	13.8	14	9.6	43	29.7	24	16.6	145

Mayflower . . . . .	122	8.6	158	11.0	125	8.8	108	11.8	303	21.2	549	38.6	1425
Meyer . . . . .	24	17.6	22	16.2	35	25.7	33	24.3	15	11.0	7	5.2	136
North . . . . .	66	12.4	73	13.7	64	12.0	79	14.9	147	27.6	103	19.4	532
Orchard . . . . .	164	11.9	243	17.6	124	9.0	170	12.2	291	21.0	392	28.3	1384
Quincy . . . . .	15	10.9	12	8.8	12	8.8	27	19.7	35	25.5	36	26.3	137
Ridge . . . . .	9	16.4	11	20.0	4	7.3	12	21.8	16	29.1	3	5.4	55
Rockwell . . . . .	157	12.3	191	15.0	158	12.4	166	13.0	291	22.9	311	24.4	1274
St. Clair . . . . .	101	9.7	152	14.6	81	7.8	115	11.0	300	28.8	292	28.1	1041
Sterling . . . . .	127	8.5	209	14.0	121	8.1	173	11.6	370	24.9	490	32.9	1490
Tremont . . . . .	122	12.4	158	16.0	104	10.5	119	12.1	253	25.6	231	23.4	987
Union Mills . . . . .	37	21.1	32	18.3	25	14.3	23	13.2	38	21.7	20	11.4	175
Wade . . . . .	83	11.7	132	18.7	62	8.8	103	14.6	140	19.8	187	26.4	707
Walnut . . . . .	58	10.6	81	14.7	59	10.7	88	16.0	138	25.1	126	22.9	550
Warren . . . . .	64	10.3	86	13.9	68	11.0	96	15.3	162	26.1	145	23.4	621
Washington . . . . .	106	11.8	160	17.8	105	11.7	135	15.0	218	24.3	174	19.4	898
Willson . . . . .	148	14.9	158	15.9	87	8.7	125	12.6	253	25.4	224	22.5	995
Woodland . . . . .	18	14.2	21	16.5	11	8.7	26	20.5	32	25.2	19	14.9	127
Total Grammar and Primary,	2149	11.3	2893	15.1	1840	9.6	2510	13.1	4606	24.2	5092	26.7	19090
Normal School . . . . .	5	10.0	4	8.0	11	22.0	10	20.0	0	.0	20	40.0	50
Central High School . . . . .	10	3.1	16	5.1	13	4.1	18	5.8	47	14.8	212	67.1	316
West High School . . . . .	13	9.0	12	8.0	7	5.0	19	12.0	41	27.0	60	39.0	152
East High School . . . . .	4	5.3	5	6.5	1	1.3	5	6.6	17	22.4	44	57.9	76
Newburgh Branch . . . . .	0	.0	3	14.3	3	14.3	2	9.5	8	38.1	5	23.8	21
Total Higher Schools . . . . .	32	5.2	40	6.5	35	5.6	54	8.8	113	18.3	341	55.6	615
GRAND TOTAL . . . . .	2181	11.0	2933	14.8	1875	9.7	2564	12.9	4719	23.8	5433	27.8	19705

TABLE III,  
*Showing the Degree of Regularity and Irregularity in Daily Attendance.*

SCHOOLS.	BOYS AND GIRLS.												Total Number Registered.
	Never Absent.	Per Cent. of the Whole Number Registered.	Absent Less than One-Half Day per Week.	Per Cent. of the Whole Number Registered.	Absent One-Half and Less than One Day per Week.	Per Cent. of the Whole Number Registered.	Absent One and Less than Two Days per Week.	Per Cent. of the Whole Number Registered.	Absent Two and Less than Three Days per Week.	Per Cent. of the Whole Number Registered.	Absent More than Three Days per Week.	Per Cent. of the Whole Number Registered.	
Alabama . . . . .	23	9.6	147	61.2	53	22.1	12	5.0	3	1.3	2	.8	240
Bolton . . . . .	17	6.1	193	69.7	50	18.1	16	5.8	1	.3	0	.0	277
Brownell . . . . .	80	5.5	1108	76.5	200	13.8	51	3.5	9	.6	2	.1	1450
Case . . . . .	20	2.6	473	61.6	171	22.3	84	10.9	17	2.2	3	.4	768
Charter Oak . . . . .	7	4.1	92	54.1	47	27.7	15	8.8	6	3.5	3	1.8	170
Clark . . . . .	12	3.7	217	66.6	74	22.7	19	5.8	4	1.2	0	.0	326
Crawford . . . . .	1	2.3	16	37.2	17	39.5	5	11.7	4	9.3	0	.0	43
Dunham . . . . .	2	3.3	40	65.6	10	16.4	9	14.7	0	.0	0	.0	61
Eagle . . . . .	23	3.8	357	57.8	168	27.2	56	9.0	13	2.1	1	.1	618
Euclid . . . . .	4	2.3	89	50.5	50	28.4	24	13.7	7	3.9	2	1.2	176
Fairmount . . . . .	18	6.9	180	69.5	43	16.6	17	6.6	0	.0	1	.4	259
Garden . . . . .	10	6.3	89	56.0	40	25.2	19	11.9	1	.6	0	.0	159
Gordon . . . . .	1	.5	90	45.2	70	35.2	29	14.6	5	2.5	4	2.0	199
Hicks . . . . .	47	6.1	536	69.2	121	15.6	58	7.5	9	1.2	3	.4	774
Kentucky . . . . .	52	6.5	596	74.3	116	14.5	34	4.3	2	.2	2	.2	802
Kinsman . . . . .	2	2.3	44	49.4	32	36.0	11	12.3	0	.0	0	.0	89

Madison	7	4.8	90	62.1	30	26.9	8	5.5	1	.7	0	.0	145
Mayflower	90	6.3	1062	74.6	194	13.6	71	4.9	6	.5	2	.1	1425
Meyer	7	5.2	59	43.4	40	29.3	30	22.1	0	.0	0	.0	136
North	11	2.1	298	56.0	157	29.5	56	10.5	8	1.5	2	.4	532
Orchard	80	5.8	848	61.3	325	23.5	107	7.7	19	1.4	5	.3	1384
Quincy	3	2.2	104	75.9	20	14.6	9	6.6	1	.7	0	.0	137
Ridge	1	1.8	24	43.6	8	14.6	17	30.9	4	7.3	1	1.8	55
Rockwell	59	4.6	791	62.1	281	22.1	124	9.7	16	1.3	3	.2	1274
St. Clair	30	2.9	725	69.6	206	19.8	77	7.4	2	.2	1	.1	1041
Sterling	48	3.2	1058	71.0	276	18.5	88	5.9	20	1.4	0	.0	1490
Tremont	60	6.1	673	68.2	173	17.5	71	7.2	8	.8	2	.2	987
Union Mills	0	.0	61	34.9	52	29.8	47	26.8	10	5.7	5	2.8	175
Wade	47	6.6	505	71.4	123	17.4	28	4.0	4	.6	0	.0	707
Walnut	29	5.3	376	68.3	100	18.2	30	5.5	11	2.0	4	.7	550
Warren	26	4.2	404	65.1	140	22.5	36	5.8	14	2.3	1	.1	621
Washington	41	4.6	531	59.1	208	23.2	92	10.2	19	2.1	7	.8	898
Willson	60	6.0	640	64.3	216	21.7	69	7.0	8	.8	2	.2	995
Woodland	8	6.3	75	59.1	24	18.9	16	12.6	3	2.3	1	.8	127
Total Grammar and Primary	926	4.8	12591	66.0	3844	20.2	1435	7.5	235	1.2	59	.3	19090
Normal School	5	10.0	34	68.0	6	12.0	4	8.0	1	2.0	0	.0	50
Central High School	32	10.2	241	76.3	34	10.7	8	2.5	1	.3	0	.0	316
West High School	13	9.0	102	67.0	22	14.0	14	9.0	1	1.0	0	.0	152
East High School	8	10.5	57	75.0	9	11.9	1	1.3	1	1.3	0	.0	76
Newburgh Branch	4	19.0	13	62.0	4	19.0	0	.0	0	.0	0	.0	21
Total Higher Schools	62	10.0	447	73.6	75	12.0	27	4.3	4	.1	0	.0	615
GRAND TOTAL	988	5.0	13038	66.5	3919	19.6	1462	7.4	239	1.2	59	.3	19705

TABLE IV,  
*Showing the Ages of Pupils in the Public Schools for the School Year ending June 26, 1875.*

SCHOOLS.	AGES AT LAST BIRTH-DAY.																Total Number Registered.
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Alabama . . . . .	70	49	45	28	20	18	7	2	...	1	...	...	...	...	...	...	240
Bolton . . . . .	...	...	...	2	15	36	41	66	56	35	21	4	1	...	...	...	277
Brownell . . . . .	189	148	139	152	157	130	184	151	103	58	25	9	2	3	...	...	1450
Case . . . . .	210	112	106	102	74	68	53	32	9	2	...	...	...	...	...	...	768
Charter Oak . . . . .	40	25	30	25	21	13	12	3	...	1	...	...	...	...	...	...	170
Clark . . . . .	102	62	56	29	30	32	13	2	...	...	...	...	...	...	...	...	326
Crawford . . . . .	13	5	8	5	4	4	2	...	2	...	...	...	...	...	...	...	43
Dunham . . . . .	14	16	13	10	3	1	1	1	1	1	...	...	...	...	...	...	61
Eagle . . . . .	152	108	106	68	70	52	29	20	8	2	2	1	...	...	...	...	618
Euclid . . . . .	32	29	30	27	28	13	7	7	1	1	...	1	...	...	...	...	176
Fairmount . . . . .	44	48	39	42	31	23	11	8	4	7	2	...	...	...	...	...	259
Garden . . . . .	47	20	21	16	22	16	6	9	1	1	...	...	...	...	...	...	159
Gordon . . . . .	77	37	40	15	18	4	4	3	...	1	...	...	...	...	...	...	199
Hicks . . . . .	160	104	89	97	83	69	79	46	39	7	1	...	...	...	...	...	774
Kentucky . . . . .	102	86	72	50	66	49	59	107	101	74	23	7	4	2	...	...	802
Kinsman . . . . .	27	18	13	11	9	4	6	1	...	...	...	...	...	...	...	...	89
Madison . . . . .	42	25	18	24	14	6	10	4	2	...	...	...	...	...	...	...	145
Mayflower . . . . .	247	207	187	182	151	131	122	107	53	21	13	3	1	...	...	...	1425

Meyer . . . . .	72	27	10	12	7	5	43	33	1	14	2	1	1	136
North . . . . .	103	81	58	74	62	42	131	81	18	14	4	1	1	532
Orchard . . . . .	299	222	156	147	148	133	131	81	47	16	4	1	1	1384
Quincy . . . . .	57	17	25	16	10	5	4	2	1	1	1	1	1	137
Ridge . . . . .	9	9	11	11	1	7	3	2	2	1	1	1	1	55
Rockwell . . . . .	206	140	144	122	133	112	125	110	88	52	28	8	1	1274
St. Clair . . . . .	199	116	96	96	108	110	116	97	63	29	9	2	1	1041
Sterling . . . . .	239	161	163	165	144	147	131	143	100	64	24	7	2	1490
Tremont . . . . .	226	151	135	97	109	83	79	53	25	19	5	2	3	987
Union Mills . . . . .	44	14	26	17	17	15	17	8	5	3	4	4	1	175
Wade . . . . .	180	118	105	73	86	67	39	19	10	6	3	1	1	707
Walnut . . . . .	84	55	65	56	59	46	52	41	40	22	21	8	1	550
Warren . . . . .	184	115	91	58	61	50	31	11	11	4	4	1	1	621
Washington . . . . .	185	124	96	82	87	89	79	58	55	28	10	5	1	898
Willson . . . . .	240	153	137	101	105	74	69	62	36	14	3	1	1	995
Woodland . . . . .	26	18	15	15	14	19	4	11	2	3	1	1	1	127
Total Gram. & Primary	3921	2620	2345	2027	1967	1673	1569	1302	884	486	204	61	21	19090
Normal School . . . . .											5	5	11	50
Central High School . . . . .							1	13	45	66	82	72	22	316
West High School . . . . .								3	21	37	42	34	9	152
East High School . . . . .								7	8	16	21	10	8	76
Newburgh Branch . . . . .								2	1	7	4	6	1	21
Total Higher Schools,							1	25	75	126	154	127	51	615
GRAND TOTAL . . . . .	3921	2620	2345	2027	1967	1673	1570	1327	959	612	358	188	72	19705

TABLE V,

*Showing the Number Registered in Each Class of the Grammar and High Schools; the Number of the Same Remaining at the Close of the Year; the Number Promoted at the Annual Examinations, and the Number Promoted through the Year.*

SCHOOLS.	A GRAMMAR.					B GRAMMAR.					C GRAMMAR.					D GRAMMAR.				
	Number Registered.	Number Remaining at End of the Year.	Number Promoted at An. Examinat'n.	Number Promoted Thro' the Year.	Number Registered.	Number Remaining at End of the Year.	Number Promoted at An. Examinat'n.	Number Promoted Thro' the Year.	Number Registered.	Number Remaining at End of the Year.	Number Promoted at An. Examinat'n.	Number Promoted Thro' the Year.	Number Registered.	Number Remaining at End of the Year.	Number Promoted at An. Examinat'n.	Number Promoted Thro' the Year.	Number Registered.	Number Remaining at End of the Year.	Number Promoted at An. Examinat'n.	Number Promoted Thro' the Year.
Alabama . . . . .																				
Bolton . . . . .	43	31	29	0	50	41	37	0	76	55	51	0	108	75	65	0				
Brownell . . . . .	67	49	39	0	90	70	61	2	99	81	76	5	216	139	108	5				
Case . . . . .																				
Charter Oak . . . . .																				
Clark . . . . .																				
Crawford . . . . .																				
Dunham . . . . .																				
Eagle . . . . .																				
Euclid . . . . .																				
Fairmount . . . . .																				
Garden . . . . .																				
Gordon . . . . .																				
Hicks . . . . .									68	49	37	0	75	45	43	1				
Kentucky . . . . .	102	82	76	0	150	100	84	2	58	37	32	1	69	47	25	0				

Marion	67	52	48	0	101	66	63	0	107	78	78	0
Mayflower												
Meyer												
North					40	27	14	0	53	35	20	0
Orchard					61	35	24	0	141	76	55	0
Quincy												
Ridge												
Rockwell	56	39	40	0	101	72	67	0	109	74	70	0
St. Clair	43	32	29	0	102	79	69	1	107	71	58	0
Sterling	107	73	69	0	103	73	63	0	178	138	108	1
Tremont			14	14	47	35	33	0	76	48	44	0
Union Mills									14	11	8	0
Wade									64	36	28	0
Walnut	28	15	6	0	2	39	19	0	61	35	17	0
Warren									19	15	14	0
Washington					59	35	30	0	109	70	53	1
Willson					58	46	40	0	103	81	63	0
Woodland												
Total Grammar	446	321	288	0	6	1019	729	618	7	1679	1111	892
Normal School	50	38	26	0								
Central High School	19	18	17	0	84	71	55	0	144	102	90	0
West High School	12	6	5	0	46	29	24	0	79	53	33	0
East High School	9	9	9	0	22	19	17	0	36	31	27	0
Newburgh Branch					8	4	4	0	13	8	7	0
Total Higher Schools	90	71	57	0	160	123	100	0	272	194	157	0



TABLE VI,

Showing the Number of Pupils Registered in Each Class of the Primary Departments; the Number Remaining in Each at the Close of the Year; the Number Promoted at the Annual Examinations in June, and the Number Promoted through the Year, during the School Year ending June 26, 1875.

SCHOOLS.	A PRIMARY.					B PRIMARY.					C PRIMARY.					D PRIMARY.				
	Number Registered.	Number Remaining at End of the Year.	Number Promoted at An. Examinat'n.	Number Promoted Thro' the Year.	Number Registered.	Number Remaining at End of the Year.	Number Promoted at An. Examinat'n.	Number Promoted Thro' the Year.	Number Registered.	Number Remaining at End of the Year.	Number Promoted at An. Examinat'n.	Number Promoted Thro' the Year.	Number Registered.	Number Remaining at End of the Year.	Number Promoted at An. Examinat'n.	Number Promoted Thro' the Year.	Number Registered.	Number Remaining at End of the Year.	Number Promoted at An. Examinat'n.	Number Promoted Thro' the Year.
Alabama . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	63	40	36	0	64	44	34	1	113	77	45	0	. . . . .	. . . . .	. . . . .	. . . . .
Bolton . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .
Brownell . . . . .	287	221	172	2	223	274	132	4	211	147	130	1	257	187	110	1	. . . . .	. . . . .	. . . . .	. . . . .
Case . . . . .	120	75	56	0	125	89	74	0	169	124	102	1	294	204	93	0	. . . . .	. . . . .	. . . . .	. . . . .
Charter Oak . . . . .	14	14	0	0	23	15	13	0	30	19	14	0	93	67	31	0	. . . . .	. . . . .	. . . . .	. . . . .
Clark . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	76	26	22	0	42	32	23	1	208	99	66	26	. . . . .	. . . . .	. . . . .	. . . . .
Crawford . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	8	5	5	0	12	6	4	0	23	12	8	0	. . . . .	. . . . .	. . . . .	. . . . .
Dunham . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	17	9	7	0	22	17	9	0	22	17	12	0	. . . . .	. . . . .	. . . . .	. . . . .
Eagle . . . . .	74	32	13	0	136	95	75	1	165	101	76	0	243	149	69	0	. . . . .	. . . . .	. . . . .	. . . . .
Euclid . . . . .	44	28	25	0	46	28	26	1	30	21	15	0	56	37	34	0	. . . . .	. . . . .	. . . . .	. . . . .
Fairmount . . . . .	70	51	37	0	52	40	36	0	49	41	26	0	88	57	51	2	. . . . .	. . . . .	. . . . .	. . . . .
Garden . . . . .	. . . . .	23	18	0	32	19	16	0	38	22	21	0	54	36	26	0	. . . . .	. . . . .	. . . . .	. . . . .
Gordon . . . . .	35	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	35	0	0	0	164	90	65	0	. . . . .	. . . . .	. . . . .	. . . . .

Hicks . . . . .	102	77	55	0	122	120	103	3	144	61	41	46	263	201	107	3
Kentucky . . . . .	75	57	52	0	77	114	100	0	129	49	47	56	142	118	76	48
Kinsman . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	21	14	7	0	25	18	13	0	43	34	19	0
Madison . . . . .	26	15	12	0	29	22	14	0	28	19	15	0	62	50	18	0
Mayflower . . . . .	190	141	123	0	250	187	136	1	318	237	161	2	392	284	149	2
Meyer . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	42	0	0	0	94	39	23	0
North . . . . .	61	43	20	2	136	83	53	0	80	62	44	0	162	120	71	0
Orchard . . . . .	181	123	91	0	222	133	111	4	213	209	146	3	566	373	130	68
Quincy . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	31	17	15	0	33	24	23	0	73	62	41	0
Ridge . . . . .	13	8	6	0	7	1	0	0	14	6	5	0	21	13	5	0
Rockwell . . . . .	130	93	91	0	206	144	126	2	233	169	140	1	345	202	118	0
St. Clair . . . . .	145	96	70	2	145	107	94	0	171	129	104	1	282	198	119	3
Sterling . . . . .	187	131	99	1	236	170	112	1	209	159	141	3	377	274	166	3
Tremont . . . . .	116	73	67	1	113	82	68	0	185	140	103	1	436	316	180	14
Union Mills . . . . .	46	24	7	0	13	0	0	0	27	20	17	0	75	34	13	0
Wade . . . . .	66	46	44	0	126	92	90	2	148	95	87	2	303	214	137	0
Walnut . . . . .	68	44	28	0	72	55	43	0	98	78	35	0	127	89	60	0
Warren . . . . .	38	22	15	0	84	38	33	0	73	76	43	0	407	287	146	37
Washington . . . . .	141	87	72	1	131	77	70	0	159	145	96	1	299	175	98	40
Willson . . . . .	124	90	81	0	164	121	88	0	191	179	146	0	355	223	165	4
Woodland . . . . .	28	10	8	0	23	18	15	0	33	26	21	1	43	27	12	0
Total Primary . . . . .	2381	1624	1262	9	3009	2235	1720	19	3420	2475	1882	121	6482	4365	2463	251

TABLE VII,

Showing the Number of Pupils Registered in the Several Classes of the Grammar and Primary Departments, and the Average Ages of the Respective Classes.

SCHOOLS.	GRAMMAR.										PRIMARY.								TOTAL GRAMMAR AND PRIMARY.	Average Age.
	Number Registered in Class A, Eighth Year.	Average Age.	Number Registered in Class B, Seventh Year.	Average Age.	Number Registered in Class C, Sixth Year.	Average Age.	Number Registered in Class D, Fifth Year.	Average Age.	Total Grammar.	Number Registered in Class A, Fourth Year.	Average Age.	Number Registered in Class B, Third Year.	Average Age.	Number Registered in Class C, Second Year.	Average Age.	Number Registered in Class D, First Year.	Average Age.	Total Primary.		
Alabama . . .	..	..	..	..	..	..	..	..	..	..	..	63	9.5	63	8.4	114	6.7	240	240	7.9
Bolton . . .	40	14.5	50	13.9	75	13.2	112	12.2	277	..	..	..	..	..	..	..	..	277	277	13.1
Brownell . .	68	14.7	91	13.7	97	12.0	212	12.3	468	293	11.0	220	9.4	211	7.9	258	6.4	982	1450	10.0
Case . . .	..	..	..	..	..	..	59	12.0	59	121	10.9	126	9.3	168	8.2	294	6.5	709	768	8.4
Charter Oak .	..	..	..	..	..	..	9	11.7	9	14	10.6	28	9.7	26	9.1	93	7.1	161	170	8.4
Clark . . .	..	..	..	..	..	..	..	..	..	..	..	74	9.9	70	8.5	182	6.8	326	326	7.9
Crawford . .	..	..	..	..	..	..	..	..	..	..	..	8	10.1	12	9.4	23	7.1	43	43	8.3
Dunham . . .	..	..	..	..	..	..	..	..	..	..	..	17	9.9	22	7.8	22	6.5	61	61	7.9
Eagle . . .	..	..	..	..	..	..	..	..	..	75	11.7	135	9.4	161	8.4	247	6.4	618	618	8.3
Euclid . . .	..	..	..	..	..	..	..	..	..	45	11.0	45	9.2	30	8.1	56	6.6	176	176	8.6
Fairmount . .	..	..	..	..	..	..	..	..	..	70	11.2	52	9.4	51	7.7	86	6.9	259	259	8.7
Garden . . .	..	..	..	..	..	..	..	..	..	35	10.8	32	10.3	38	7.9	54	6.2	159	159	8.5
Gordon . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	35	9.7	164	7.0	199	199	7.5

Mayflower	66	13.6	90	12.8	109	12.0	274	185	11.0	255	9.6	311	8.2	403	6.7	1151	1425	9.2	
Meyer	.	.	.	.	.	.	.	.	.	.	.	.	42	8.2	94	6.6	130	7.1	
North	.	.	40	13.8	51	12.0	91	61	10.8	127	9.5	85	8.2	168	6.8	441	532	9.1	
Orchard	.	.	53	13.1	142	12.1	195	180	11.1	227	9.6	292	7.5	490	6.7	1189	1384	8.8	
Quincy	.	.	.	.	.	.	.	.	.	31	10.0	33	8.1	73	6.4	137	137	7.6	
Ridge	.	.	.	.	.	.	.	13	10.9	7	9.7	14	8.5	21	7.2	55	55	8.7	
Rockwell	53	14.2	97	14.0	96	13.0	359	128	11.0	207	10.0	234	8.5	346	6.8	915	1274	9.9	
St. Clair	43	13.7	46	13.6	101	12.6	295	143	11.0	150	10.1	173	8.7	280	6.6	746	1041	9.7	
Sterling	107	14.3	93	14.0	104	12.9	482	184	10.5	240	9.6	209	8.2	375	6.6	1008	1490	9.9	
Tremont	.	.	14	15.5	47	13.0	75	115	11.3	112	9.8	201	8.7	423	6.9	851	987	9.5	
Union Mills	.	.	.	.	.	14	13.4	14	47	11.8	.	39	9.0	75	7.1	161	175	9.3	
Wade	.	.	.	.	.	57	12.4	57	72	10.8	127	9.7	145	8.4	306	6.7	650	707	8.5
Walnut	30	15.0	41	13.5	52	13.7	54	11.8	177	61	10.8	69	9.7	116	8.7	127	373	550	10.1
Warren	.	.	.	.	.	19	11.7	19	38	11.3	84	10.9	110	9.0	370	6.9	602	621	8.2
Washington	.	.	.	13.0	59	13.0	107	12.4	166	141	11.6	134	10.2	259	6.6	732	898	9.4	
Willson	.	.	.	13.4	58	13.4	102	12.2	160	125	11.1	160	9.2	311	6.4	835	995	8.8	
Woodland	.	.	.	.	.	.	.	.	28	11.5	24	10.3	32	9.0	43	6.8	127	127	9.0
Total	444	14.4	648	13.9	1007	13.0	1658	12.1	3757	2373	11.1	3109	9.6	3588	8.3	6263	19090	9.1	
Normal	50	19.1	.	.	.	.	.	.	50	.	.	.	.	.	.	.	50	19.1	
Central High	19	17.8	69	16.7	84	15.8	144	15.3	316	.	.	.	.	.	.	.	316	15.9	
West High	12	17.2	15	16.6	46	16.3	79	15.3	152	.	.	.	.	.	.	.	152	15.9	
East High	9	16.4	9	17.3	22	16.1	36	15.3	76	.	.	.	.	.	.	.	76	15.9	
Newburgh	.	.	.	.	8	16.4	13	15.2	21	.	.	.	.	.	.	.	21	15.7	
Total	90	18.3	93	16.9	160	16.1	272	15.2	615	.	.	.	.	.	.	.	615	16.1	
Gr. TOTAL	534	15.0	741	14.1	1167	13.4	1930	12.5	4372	2373	11.1	3109	9.6	3588	8.3	6263	19705	9.2	

TABLE VIII,

Showing the Average Number Belonging for Each Month of the School Year ending June 26, 1875.

SCHOOLS.	FIRST TERM.				SECOND TERM.				THIRD TERM.		
	Month Ending September 25, 1874.	Month Ending October 28, 1874.	Month Ending November 20, 1874.	Month Ending December 18, 1874.	Month Ending January 28, 1875.	Month Ending February 28, 1875.	Month Ending March 28, 1875.	Month Ending April 30, 1875.	Month Ending May 28, 1875.	Month Ending June 25, 1875.	
Alabama . . . . .	158.7	166.4	159.3	154.9	149.4	147.0	150.9	167.9	168.5	162.3	
Bolton . . . . .	202.3	231.8	231.6	234.3	227.9	225.0	218.5	212.3	208.7	201.7	
Brownell . . . . .	1126.4	1190.6	1167.7	1148.3	1125.1	1115.9	1096.3	1116.1	1096.8	1076.0	
Case . . . . .	523.5	538.9	531.5	519.6	509.0	489.1	484.0	538.6	540.8	525.9	
Charter Oak . . . . .	89.6	97.3	93.4	96.1	106.4	99.8	105.1	128.7	109.9	99.7	
Clark . . . . .	186.6	197.8	210.6	244.1	253.1	258.6	264.9	213.2	190.6	171.4	
Crawford . . . . .	24.2	24.5	24.5	26.5	24.9	26.0	24.1	27.6	24.6	22.6	
Dunham . . . . .	35.6	37.9	39.1	39.0	43.2	36.9	39.5	44.3	42.3	42.8	
Eagle . . . . .	360.7	419.0	423.1	426.6	409.1	393.4	388.2	408.8	412.3	390.5	
Euclid . . . . .	117.5	120.1	118.1	117.0	112.8	110.0	112.3	122.2	121.8	116.3	
Fairmount . . . . .	156.3	169.4	175.5	171.7	168.5	163.9	167.7	201.3	201.3	192.1	
Garden . . . . .	124.0	112.0	112.5	115.6	117.6	113.4	108.6	104.3	103.5	101.7	
Gordon . . . . .	115.6	128.5	126.6	104.0	83.3	82.0	75.9	99.6	99.8	88.1	
Hicks . . . . .	518.1	552.4	545.5	547.0	548.3	541.5	524.0	554.6	553.7	549.9	
Kentucky . . . . .	614.2	641.4	637.1	629.4	632.6	628.3	615.2	655.5	628.2	601.9	
Kinman . . . . .	55.6	57.9	60.5	61.0	62.6	58.9	60.9	63.0	62.2	66.3	

Mission	600.1	885.3	885.6	911.2	988.9	900.2	85.4	105.4	115.7	102.8
Mayflower . . . . .	1108.8	1132.0	1131.2	1120.8	1108.4	1007.3	1082.2	1101.3	1074.6	1047.8
Meyer . . . . .	64.7	81.9	80.5	88.2	99.2	97.8	86.0	44.8	43.6	42.0
North . . . . .	379.6	369.4	356.9	355.0	371.6	374.6	374.3	388.6	371.7	365.9
Orchard . . . . .	959.0	985.2	968.6	965.5	956.2	920.5	904.5	1013.1	997.7	938.7
Quincy . . . . .	81.1	95.0	101.2	110.2	102.3	96.1	100.8	106.7	105.5	102.6
Ridge . . . . .	33.2	34.8	36.2	31.4	30.3	32.6	31.7	33.7	30.9	27.5
Rockwell . . . . .	874.6	909.1	928.9	898.5	910.2	879.4	867.5	903.5	863.1	848.3
St. Clair . . . . .	782.7	805.2	796.1	773.2	742.1	741.4	751.1	786.3	756.8	743.0
Sterling . . . . .	1135.7	1159.8	1167.3	1147.0	1105.4	1066.0	1061.8	1142.8	1124.6	1083.2
Tremont . . . . .	642.4	650.0	670.9	671.7	664.7	677.8	664.9	707.7	726.0	699.7
Union Mills . . . . .	97.5	104.9	109.2	113.5	100.0	105.6	98.0	96.5	93.9	88.9
Wade . . . . .	472.5	490.3	478.1	484.8	481.9	466.5	440.6	502.7	494.9	488.3
Walnut . . . . .	387.3	404.9	400.3	398.7	414.2	401.2	369.2	390.2	400.6	386.0
Warren . . . . .	399.2	415.3	429.3	449.5	445.4	453.2	446.0	461.0	449.1	438.3
Washington . . . . .	574.1	630.1	625.2	633.6	627.5	592.6	600.1	631.5	619.1	592.6
Willson . . . . .	638.2	670.5	678.5	665.1	668.7	644.9	629.3	698.4	733.8	736.9
Woodland . . . . .	66.3	76.3	87.4	85.8	84.2	82.4	83.6	87.6	83.4	81.5
Total Gram. & Primary	13174.9	13798.8	13800.0	13718.8	13585.0	13309.8	13113.1	13859.8	13650.0	13223.2
Normal School . . . . .	23.0	35.1	35.5	35.0	45.2	42.0	40.5	38.5	37.9	30.2
Central High School . . . . .	300.8	297.8	291.4	285.5	286.2	276.9	279.8	268.5	259.5	255.3
West High School . . . . .	141.7	136.2	132.2	130.3	124.9	120.2	115.1	109.1	102.0	99.6
East High School . . . . .	65.3	67.8	67.7	67.5	66.1	65.4	63.4	65.9	66.0	65.8
Newburgh Branch . . . . .	16.9	19.0	20.9	19.9	18.2	16.6	15.6	14.0	12.4	11.3
Total Higher Schools,	547.7	555.9	547.7	538.2	540.6	521.1	514.4	496.0	477.8	462.2
GRAND TOTAL . . . . .	13722.6	14354.7	14347.7	14257.0	14125.6	13830.9	13627.5	14355.8	14127.8	13685.4

TABLE IX,  
Showing the Average Daily Attendance for Each Month of the School Year ending June 26, 1875.

SCHOOLS.	FIRST TERM.				SECOND TERM.				THIRD TERM.	
	Month Ending September 26, 1874.	Month Ending October 28, 1874.	Month Ending November 20, 1874.	Month Ending December 18, 1874.	Month Ending January 29, 1875.	Month Ending February 26, 1875.	Month Ending March 26, 1875.	Month Ending April 30, 1875.	Month Ending May 28, 1875.	Month Ending June 26, 1875.
Alabama . . . . .	154.6	154.8	147.8	143.3	136.0	127.5	137.9	156.5	160.4	157.6
Bolton . . . . .	195.1	220.3	222.0	221.2	210.0	207.2	202.7	195.8	194.3	193.1
Brownell . . . . .	1080.4	1151.2	1129.0	1097.6	1050.0	1046.2	1033.5	1042.0	1047.1	1036.8
Case . . . . .	496.9	507.4	503.8	483.5	459.6	435.3	440.1	494.8	499.7	500.6
Charter Oak . . . . .	87.0	90.5	87.2	87.0	95.5	86.7	92.9	118.4	102.0	94.3
Clark . . . . .	174.1	183.1	203.4	238.0	243.2	246.2	249.1	194.6	174.1	159.8
Crawford . . . . .	21.3	22.0	22.7	24.2	21.9	24.4	21.3	24.5	20.8	19.2
Dunham . . . . .	34.5	36.2	36.5	36.4	40.9	32.1	37.4	41.4	39.2	41.5
Eagle . . . . .	336.9	392.4	395.9	396.6	373.5	350.8	349.9	362.9	372.3	364.0
Euclid . . . . .	109.5	110.6	105.9	107.1	100.3	97.5	102.0	110.3	109.6	108.9
Fairmount . . . . .	147.9	161.0	166.6	160.1	150.3	148.3	155.3	188.2	188.6	182.9
Garden . . . . .	116.0	104.8	105.9	109.7	106.2	97.0	95.7	96.7	97.6	97.2
Gordon . . . . .	105.3	116.2	116.3	91.2	70.1	68.0	64.5	90.4	88.1	79.4
Hicks . . . . .	497.8	526.2	520.6	520.0	509.4	495.9	491.2	515.5	518.8	527.7
Kentucky . . . . .	595.7	621.3	615.0	603.2	595.6	591.0	584.8	617.0	595.9	586.4
W. Indiana . . . . .	53.0	54.4	50.6	55.0	57.2	50.0	51.8	57.4	54.7	60.6

Madison . . . . .	64.8	84.0	84.5	84.3	86.9	73.8	77.3	90.5	100.9	94.1
Mayflower . . . . .	1061.2	1085.4	1085.7	1072.9	1031.2	1019.3	1020.9	1030.7	1020.4	1017.4
Meyer . . . . .	57.0	74.8	84.5	80.4	89.3	81.7	74.5	40.7	38.7	39.9
North . . . . .	351.8	332.4	327.6	326.0	339.2	334.5	339.4	356.2	337.7	344.2
Orchard . . . . .	911.2	920.9	911.8	901.3	859.2	812.0	830.3	941.0	922.6	897.2
Quincy . . . . .	79.5	61.6	97.8	107.6	97.3	85.7	95.1	100.3	99.1	98.6
Ridge . . . . .	30.3	31.8	32.9	25.2	26.2	27.7	27.4	30.1	27.7	23.6
Rockwell . . . . .	83.4	858.1	878.7	837.3	828.3	800.5	808.4	819.5	790.1	810.9
St. Clair . . . . .	747.8	763.9	754.9	727.7	678.9	681.9	699.4	730.4	693.0	712.3
Sterling . . . . .	1088.0	1107.9	1115.3	1093.3	1002.6	981.4	979.7	1066.9	1052.9	1047.5
Tremont . . . . .	616.7	625.0	639.4	634.6	613.1	629.3	613.0	662.0	675.7	668.3
Union Mills . . . . .	86.4	95.6	98.6	96.6	83.7	87.8	84.1	82.7	78.3	80.4
Wade . . . . .	453.7	463.8	456.1	441.8	451.5	424.3	410.7	471.1	464.5	470.1
Walnut . . . . .	372.4	382.1	376.2	377.9	386.5	371.4	331.0	358.2	374.3	368.3
Warren . . . . .	373.7	390.4	408.9	425.0	410.3	399.4	403.5	427.0	414.3	411.5
Washington . . . . .	549.2	594.3	592.9	593.8	572.6	525.8	551.8	577.2	569.7	564.5
Willson . . . . .	606.9	634.6	641.8	625.2	615.2	567.7	576.4	638.9	685.4	699.4
Woodland . . . . .	62.0	70.7	82.8	80.4	78.0	73.0	76.8	79.4	78.5	78.2
Total Gram. & Primary	12552.0	13029.7	13105.6	12905.4	12469.7	12082.2	12109.8	12815.2	12693.0	12637.0
Normal School . . . . .	22.2	33.5	33.6	34.1	42.0	38.5	36.6	37.4	37.0	29.6
Central High School . . . . .	290.7	289.1	282.9	277.5	270.5	260.5	267.5	251.0	245.9	244.5
West High School . . . . .	138.8	130.0	125.8	124.3	115.0	113.0	108.0	101.9	98.7	96.3
East High School . . . . .	63.7	66.3	66.4	66.0	62.2	62.0	59.2	63.0	63.0	62.8
Newburgh Branch . . . . .	16.6	17.7	19.7	19.2	16.7	15.5	14.8	12.2	11.4	10.9
Total Higher Schools	532.0	536.6	528.4	521.1	506.4	489.5	486.1	465.5	456.0	444.1
GRAND TOTAL . . . . .	13084.0	13566.3	13634.0	13426.5	12976.1	12571.7	12595.9	13280.7	13149.0	13081.1



TABLE X,

Showing the Results of the Enumeration of White and Colored Children in the City of Cleveland from Five to Twenty Years of Age, inclusive.

(Taken in October, 1873.)

WARDS.	MALES.																	TOTAL MALES.
	AGES AT LAST BIRTH-DAY.																	
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
First . . . . .	173	122	114	75	71	74	67	88	73	80	82	90	93	116	138	204	1660	
Second . . . . .	7	35	41	36	37	24	40	33	24	33	22	27	25	23	34	14	455	
Third . . . . .	45	24	43	41	28	35	22	22	30	22	30	29	41	34	40	19	505	
Fourth . . . . .	179	104	154	157	155	172	198	128	124	112	129	121	123	143	79	78	2186	
Fifth. . . . .	111	104	158	141	124	108	106	100	96	101	93	83	97	87	73	83	1665	
Sixth . . . . .	119	268	204	197	200	178	156	180	166	174	132	137	122	119	107	105	2564	
Seventh . . . . .	143	153	132	119	108	107	92	110	83	105	74	93	95	79	62	53	1608	
Eighth. . . . .	166	88	101	104	82	85	67	79	51	69	59	57	59	56	46	50	1219	

Ninth . . . . .	145	90	110	97	88	74	58	56	48	71	62	64	64	57	60	78	1222
Tenth . . . . .	210	126	135	117	101	104	90	102	71	92	73	86	93	70	58	75	1603
Eleventh . . . . .	226	180	204	173	147	165	138	142	123	119	133	125	121	111	79	105	2291
Twelfth . . . . .	230	108	137	130	95	102	72	108	97	184	118	143	91	87	67	44	1813
Thirteenth . . . . .	143	106	94	80	79	74	52	60	54	57	45	57	58	41	52	53	1105
Fourteenth . . . . .	91	119	86	86	72	72	67	74	45	51	46	43	37	34	31	17	971
Fifteenth . . . . .	66	60	65	61	49	59	46	58	45	54	51	43	41	33	20	14	765
Sixteenth . . . . .	13	81	39	33	34	45	29	31	24	32	32	29	37	31	22	9	521
Seventeenth . . . . .	31	34	47	43	30	32	26	36	30	34	31	32	26	29	24	20	505
Eighteenth . . . . .	55	130	119	110	88	93	71	72	72	68	67	61	70	51	48	29	1204
<b>TOTAL MALES, White and Colored.</b>	2153	1962	1983	1800	1588	1603	1397	1479	1256	1458	1279	1320	1293	1201	1040	1050	23862
<b>COLORED, at Different Ages . .</b>	21	23	21	20	16	13	15	14	8	12	8	8	13	12	6	9	219

TABLE X—CONTINUED.

WARDS.	FEMALES.																	TOTAL NUMBER OF MALES AND FEMALES.	DISTRIBUTION OF COLORED YOUTH.		
	AGES AT LAST BIRTH-DAY.																		Total Colored in each Ward.	M.	F.
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					
First . . . . .	182	111	85	100	82	105	75	111	86	88	88	143	150	300	292	367	2365	4025	40	44	84
Second . . . . .	17	47	33	31	37	31	33	37	37	36	24	33	14	24	13	8	455	910	3	7	10
Third . . . . .	35	21	22	20	23	19	23	21	34	17	31	45	36	50	57	62	516	1021	8	3	11
Fourth . . . . .	154	143	135	165	125	146	120	135	145	159	162	180	176	197	205	183	2530	4716	82	111	193
Fifth . . . . .	187	124	145	140	130	108	121	110	110	109	95	82	104	99	99	95	1836	3501	8	6	14
Sixth . . . . .	89	102	212	211	182	187	174	200	247	157	140	181	155	172	133	121	2663	5227	57	69	126
Seventh . . . . .	143	133	127	123	113	111	100	79	86	102	86	82	80	77	59	49	1550	3158	...	...	...
Eighth . . . . .	156	74	62	86	94	73	66	77	57	72	75	72	73	73	41	60	1211	2430	...	2	2
Ninth . . . . .	120	81	80	80	70	75	53	70	51	88	73	75	86	117	110	108	1337	2559	...	...	...
Tenth . . . . .	192	103	115	112	103	112	94	104	96	133	90	92	99	101	65	69	1680	3283	2	1	3

Eleventh	188	172	110	154	148	143	122	120	134	116	131	124	97	131	68	79	2077	4368	6	9	15
Twelfth	163	122	106	112	124	110	100	86	69	117	113	106	98	69	45	24	1564	3377	..	..	..
Thirteenth	111	104	91	119	76	73	64	52	70	57	57	54	49	53	38	33	1101	2206	4	3	7
Fourteenth	104	113	65	90	72	61	50	64	49	49	41	46	36	32	20	8	900	1871	..	..	..
Fifteenth	53	62	60	69	49	51	39	40	26	40	24	27	32	30	13	11	627	1392	2	1	3
Sixteenth	18	55	56	49	39	36	35	31	28	31	37	34	31	26	19	14	539	1060	5	10	15
Seventeenth	21	48	40	33	42	46	33	39	29	39	24	39	37	40	32	26	568	1073	1	..	1
Eighteenth	112	113	104	83	104	84	84	82	69	68	68	73	34	45	34	20	1180	2384	1	3	4
TOTAL FEMALES, White and Colored, }	2045	1728	1666	1777	1616	1572	1386	1458	1423	1478	1359	1488	1387	1636	1343	1337	24699	..	..	..	..
Colored, at Several Ages.	25	21	20	17	17	20	8	15	14	13	17	12	15	20	17	18	269	488	..	269	..
MALES AND FEMALES, White and Colored : }	4198	3690	3649	3577	3204	3175	2783	2937	2679	2936	2638	2808	2680	2837	2383	2387	..	48561	..	..	488

TABLE XI.

Showing the Number of those Enumerated who are in Attendance upon the Public Schools, the Private Schools, the Church Schools, and of those Not Attending Any School.

WARDS.	WHITE.									COLORED.									TOTAL ENUMERATION, White and Colored.				
	Number Attending Public Schools.			Number Attending Private Schools.			Number Attending Church Schools.			Number Not Attending Any School.			Number Attending Public Schools.			Number Not Attending Any School.							
	M.	F.	M.&F.	M.	F.	M.&F.	M.	F.	M.&F.	M.	F.	M.&F.	M.	F.	M.&F.	M.	F.	M.&F.					
First . . . .	477	520	997	14	20	34	82	177	259	1047	1604	2651	15	20	35	25	24	49	1660	2365	4025		
Second . . . .	250	240	490	48	65	113	32	25	57	122	118	240	3	6	9	..	1	1	455	455	910		
Third . . . .	108	96	204	3	1	4	66	51	117	320	365	685	..	3	3	8	..	8	505	516	1021		
Fourth . . . .	771	757	1528	196	148	344	93	207	300	1044	1307	2351	34	35	69	48	76	124	2186	2530	4716		
Fifth . . . .	494	494	988	10	9	19	498	543	1041	655	784	1439	7	4	11	1	2	3	1665	1836	3501		
Sixth . . . .	1133	1116	2249	227	269	496	195	219	414	952	990	1942	30	40	70	27	29	56	2564	2663	5227		



*Showing Amount Paid for Tuition, Fuel, Repairs, Supplies, etc., in the Several School Buildings for the Two Years ending August 31, 1875, and Cost Per Capita of same, based on Average Number Belonging.*

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Mayflower . . . . .	12,104 50	10.63	12,510 25	11.39	308 72	.55	400 79	.45
Meyer . . . . .	480 00	7.13	1,021 25	13.88	48 25	.72	11 70	.10
North . . . . .			4 062 25	11.04			229 87	.63
Orchard . . . . .	9,750 88	11.09	10,713 00	11.29	567 07	.65	712 75	.75
Quincy. . . . .	720 00	8.99	992 50	9.81	49 04	.61	48.90	.49
Ridge . . . . .	497 50	14.55	550 00	17.24	31 48	.92	20 38	.64
Rockwell. . . . .	12,486 50	15.07	14,436 00	16.49	569 37	.69	579 82	.66
St. Clair . . . . .	10,729 75	13.76	11,075 50	14.10	422 68	.54	515 00	.66
Sterling . . . . .	14,323 74	13.85	15,837 50	14.21	504 96	.49	686 57	.61
Tremont . . . . .	7,042 00	13.30	7,683 75	11.39	264 53	.50	464 21	.70
Union Mills. . . . .	677 50		1,097 50	10.95			41 26	.42
Wade (including Walton). . . . .	4,282 25	10.36	5,461 25	11.70	187 35	.45	193 75	.41
Walnut . . . . .			4 863 45	12.28			216 52	.54
Warren . . . . .	3,212 00	9.37	3,948 75	8.87	208 03	.61	216 05	.50
Washington . . . . .	5,217 50	10.20	6,536 75	10.67	296 96	.58	437 16	.72
Willson . . . . .	4,878 25	9.72	*7,296 50	10.69	203 48	.40	643 48	.94
Woodland . . . . .	1 050 00	14.64	1,090 00	13.29	39 55	.51	47 19	.57
Total Grammar and Primary Schools. . . . .	141,932 12	12.35	169 905 58	12.58	6,835 20	.60	9,102 63	.67
Normal School . . . . .			2,500 00	66.23			25.23	.67
Central High School. . . . .	13 543 00	49.71	14,198 00	50.74	432 43	1.59	542 48	1.94
West High School. . . . .	7,854 50	80.64	8,960 00	74.41	232 53	2.38	229 40	1.91
East High School . . . . .	4,500 00	94.34	5,400 00	81.81	162 40	3.40	201 19	3.04
Newburgh High School . . . . .			1,194 55	72.83			30 93	1.88
Total Higher Schools . . . . .	25,897 50	62.06	32,252 55	62.00	827 36	1.98	1,029 23	1.98
GRAND TOTAL . . . . .	\$167,829 62	14.09	\$202,158 13	14.41	\$7,662 56	.65	\$10,131 86	.72

\* Transferred to the new Outwaite building at the beginning of the Spring Term, 1896.



TABLE XII—CONTINUED.

SCHOOLS.	REPAIRS, SUPPLIES AND INCIDENTALS.						GRAND TOTALS.					
	1873-74.			1874-75.			1873-74.			1874-75.		
	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.
Alabama . . . . .	\$ 536 01	3.02	\$ 324 07	2.04			\$ 2,423 01	13.67	\$ 2,042 63	12.88		
Bolton . . . . .	883 04	3.70	351 83	1.59			4,864 13	20.42	4,653 02	21.13		
Brownell . . . . .	2,335 57	2.22	1,529 73	1.47			18,647 38	17.74	19,356 54	17.21		
Case . . . . .	1,184 14	2.44	529 83	1.02			6,522 61	13.46	6,869 58	13.20		
Charter Oak . . . . .			167 35	1.73					1,314 67	13.52		
Clark . . . . .	455 41	3.14	326 63	1.49			1,641 92	11.32	2,439 76	11.16		
Crawford . . . . .	102 44	3.36	68 95	2.37			540 89	17.79	545 35	22.21		
Dunham . . . . .	78 96	2.23	69 47	1.73			549 36	15.51	589 67	14.70		
Eagle . . . . .	1,661 67	3.54	644 14	1.60			7,486 82	15.94	4,830 80	12.04		
Euclid . . . . .	211 58	2.04	167 72	1.44			1,307 34	12.61	1,873 00	16.14		
Fairmount . . . . .	175 06	1.22	217 34	1.22			1,618 38	11.29	2,387 43	13.45		
Garden . . . . .	151 56	1.39	193 61	1.75			1,366 66	12.58	1,258 06	11.39		
Gordon . . . . .	380 25	18.73	103 33	.91			512 68	25.26	950 33	8.39		
Hicks . . . . .	1,112 43	2.24	941 03	1.74			7,106 34	14.36	7,654 93	14.15		
Kentucky . . . . .	1,978 01	3.27	956 87	1.52			12,560 29	20.79	12,378 29	19.58		
Kinsman . . . . .	113 08	2.19	147 56	2.43			635 98	12.35	722 01	11.88		
Madison . . . . .	216 80	3.11	117 24	1.33			1,255 70	18.02	1,258 24	14.38		
			1,241 34	1.80			14,602 22	12.97	14,241 28	12.06		

Mayer	71 63	1.06	123 78	1.68	599 NR	8.01	1,156 73	15.72
North			923 59	2.51			5,215 71	14.18
Orchard	1,509 67	1.71	1,389 75	1.46	11,827 62	13.46	12,815 50	13.51
Quincy	328 21	4.22	131 49	1.30	1,097 25	13.70	1,172 89	11.60
Ridge	138 99	4.06	74 70	2.34	667 97	19.53	645 08	20.22
Rockwell.	1,598 97	1.92	1,616 94	1.85	14,654 84	17.68	16,632 76	18.99
St. Clair	1,721 12	2.20	1,165 93	1.48	12,873 55	16.50	12,756 43	16.24
Sterling	2,971 30	2.87	1,654 07	1.48	17,800 00	17.21	18,178 14	16.30
Tremont	2,181 57	4.12	1,555 12	2.29	9,488 10	17.92	9,703 08	14.38
Union Mills	51 20	1.09	112 59	1.12	739 21	15.73	1,251 35	12.49
Wade (including Walton)	1,184 36	2.86	563 21	1.20	5,653 96	13.69	6,218 21	13.31
Walnut			755 40	1.91			5,835 37	14.74
Warren	512 25	1.49	481 61	1.08	3,932 28	11.47	4,646 41	10.45
Washington	1,263 75	2.47	1,232 75	2.01	6,778 21	13.26	8,206 66	13.40
Willson	1,067 88	2.12	1,961 29	2.87	6,149 61	12.25	9,901 27	14.50
Woodland	132 30	1.84	291 03	3.54	1,222 19	17.04	1,428 22	17.40
Total Grammar and Primary Schools	28,349 32	2.46	22,231 29	1.65	177,127 49	15.42	201,239 50	14.89
Normal School			114 50	3.04			2,639 73	70.20
Central High School	1,360 81	4.99	1,445 26	5.16	15,336 24	56.34	16,185 74	57.84
West High School	1,634 81	16.78	943 44	7.83	9,721 84	99.81	10,132 84	84.15
East High School	840 54	17.62	918 35	13.92	5,502 94	121.64	6,519 54	97.26
Newburgh High School			66 88	4.11			1,292 36	78.80
Total High Schools	3,836 16	9.20	3,488 43	6.71	30,561 02	73.24	36,770 21	70.68
GRAND TOTAL	\$32,185 48	2.70	\$25,719 72	1.83	\$207,688 51	17.44	\$238,009 71	16.96



# Examination Questions.



# HIGH SCHOOLS.

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## CLASS A.

### VIRGIL'S ÆNEID.

FINAL EXAMINATION, June, 1875.

1. Translate:—

Urbs antiqua ruit, multos dominata per annos ;  
Plurima perque vias sternuntur inertia passim  
Corpora, perque domos et religiosa deorum  
Limina. Nec soli pœnas dant sanguine Teuceri ;  
Quondam etiam victis redit in præcordia virtus,  
Victoresque cadunt Danai. Crudelis ubique  
Luctus, ubique pavor, et plurima mortis imago.

2. Give synopsis of *dominata*; what kind of a verb there-  
fore? From what verb is *passim* derived? Give the principal  
parts of that verb. Give synopsis of *inertia*. Give the roots  
of *inertia*. What case is *victis*, and why that case?

3. Translate:—

Qui legitis flores et humi nascentia fraga,  
Frigidus, o pueri, fugite hinc, latet anguis in herba.

What case is *humi* and why that case?

4. Translate:—

Portus ab accessu ventorum immotus, et ingens  
Ipse; sed horrificis juxta tonat Ætna ruinis,  
Interdumque atram prorumpit ad æthera nubem,  
Turbine fumantem piceo et candente favilla;  
Adtollitque globos flammaram, et sidera lambit:

Interdum scopulos avulsaque viscera montis  
 Frigit eructans, liquefactaque saxa sub auras  
 Cum gemitu glomerat, fundoque exæstuat imo.  
 Fama est, Enceladi semiustum fulmine corpus  
 Urgueri mole hac, ingentemque insuper Ætnam  
 Impositam ruptis flammam exspirare caminis;  
 Et, fessum quoties mutet latus, intremere omnem  
 Murmure Trinacriam, et cælum subtexere fumo.

5. Why does the poet say *et ingens ipse, sed*; does he not call the Ætna *ingentemque*? Where is the contrast justifying *sed*, if you should translate *sed* with *but*, which you may do. Why has the poet — aside from metrical reasons—placed *fuman-tem* behind its noun and *candentem* before its noun? Give the principal parts of the verb, of which *avulsaque* is what?

6. Why the heaping of two somewhat synonymous verbs, *erigit, eructans*? Do not use any substantive in translating *Fama est*,—*impositam* upon what? therefore what must *flammam* mean here? why *mutet* and not *mutat*? What is *Trinacria* and why was it called so and by what people first? give Latin and English derivatives originating from the roots of *Trinacria*.

7. Scan the thirteen lines in question 4 by inserting bars. Define *Elision* and *Synæresis*.

8. What elements or parts of the Greek verb are not to be found in the Latin verb? What elements or parts of the Latin verb are not to be found in the English verb?

9. What is a transitive, an intransitive and a deponent verb? Why is the latter called deponent? Give the roots of deponent and as many English derivatives as possible from words in the text in question 4.

10. Translate: *Sed, memoria mea, ingenti virtute, divorsi moribus fuere viri duo, M. Cato, et C. Cæsar; quos, quoniam res obtulerat, silentio præterire non fuit consilium, quin utriusque naturam et mores, quantum ingenio possem, aperirem.*—*Igitur his genus, ætas, eloquentia, prope æqualia fuere; magnitudo an-*

imi par, item gloria; sed alia alii. Cæsar beneficiis ac munificentia magnus habebatur; integritate vitæ Cato. Ille mansuetudine et misericordia clarus factus: huic severitas dignitatem addiderat. Cæsar dando, sublevando, ignoscendo; Cato nihil largiundo gloriam adeptus. In altero miseris perfugium; in altero malis perniciēs, illius facilitas; hujus constantia landabatur. Postremo, Cæsar in animum induxerat laborare, vigilare; negotiis amicorum intentus, sua negligere; nihil denegare, quod dono dignum esset; sibi magnum imperium, exercitum, novum bellum exoptabat, ubi virtus enitescere posset. At Catoni studium modestiæ, decoris, sed maxume severitatis erat. Non divitiis cum divite, neque factione cum factioso; sed cum strenuo virtute, cum modesto pudore, cum innocente abstinentia certabat: esse, quam videri, bonus malebat: ita, quo minus gloriam petebat, eo magis sequebatur.

The last question is on matter not previously translated.

# HOMER.

FINAL EXAMINATION, June, 1875.

Τίς τ' ἄρ σφίωε θεῶν ἑριδι ξυνέτχε μάχεσθαι;  
 Αἰητοῦς καὶ Διὸς υἱός. ὁ γὰρ βασιλῆϊ χολωθεὶς,  
 νοῦσον ἀνὰ στρατὸν ὥρσε κακὴν, δλέκοντο δὲ λαοί,  
 οὐνεκα τὸν Χρῦσθην ἡτίμησ' ἀρητῆρα  
 Ἀτρεΐδης.

What is “ὁ” in the second line? Why can it *not* be the relative pronoun? What does τὸν Χρῦσθην mean here? You cannot translate τὸν as the article, because Homer never puts the article immediately before a nomen proprium, except a Patronymicum.

Τοῖσι δὲ Νέστωρ  
 ἡδυεπὴς ἀνόρουσε, λγῶς Πυλίων ἀγορητῆς,  
 τοῦ καὶ ἀπὸ γλώσσης μέλιτος γλυκίων ῥέεν αὐδῇ—  
 τῷ δ' ἤδη δ'ὸ μὲν γενεαὶ μερόπων ἀνθρώπων  
 ἐφθιάδ', οἳ οἱ πρόσθεν ἄμα τράφεν ἢ δ' ἐγένοντο  
 ἐν Πύλῳ ἡγαθέη; μετὰ δὲ τριτάτοισιν ἀνασσειν—  
 ὁ σφιν ἐϋφρονέων ἀγορήσατο καὶ μετέειπεν



How do you explain the seemingly improper order of the words “*τράψεν ἡδ' ἐγένοντο*” if not by *hysteron proteron*? Define *hysteron proteron*.

*Τέχνον, τί κλαίεις, τί δέ σε φρένας ἵκετο πένθος;  
ἐξαύδα, μὴ κεῖθε νόφ' ἵνα εἰδομεν ἄμφω.  
Τὴν δὲ βαρυστενάρχιον προσέειπε πόδας ὠκὺς Ἀχιλλεύς·  
οἶσθα τί τοι ταῦτ' εἰδυίῃ πάντ' ἄγορεύω;*

Achilles has invoked his mother to help him against Agamemnon, so that he may recover Briseis. Thetis appears to her son and addresses him. Why does Achilles then answer her thus: “*οἶσθα*”? Does the poet, *can* he here mean to imply that his Gods and Goddesses are omniscient? Explain the accusative *πόδας*.

1. Τόδε μοι κρήνην ἐέλωρ·

2. τίσειαν Δαναοὶ ἐμὰ δάκρυα σοῖσι βέλεσσι.

3. Ὡς ἔφατ' εὐχόμενος τοῦ δ' ἔκλυε Φοῖβος Ἀπόλλων.

4. βῆ δὲ κατ' Οὐλύμποιο κρηήνων, χεόμενος κῆρ,

5. τόξ' ὤμοισιν ἔχων ἀμφηρεφέα τε φαρέτρην·

6. Ἐκλαγζαν δ' ἄρ' οἷστοι ἐπ' ὤμων χεομένοιο,

7. αὐτοῦ κινηθέντος· ὁ δ' ἦε νυκτὶ ἐοικώς.

8. ἔζειτ' ἔπειτ' ἀπάνευθε νεῶν, μετὰ δ' ἰὼν ἔρχεν·

9. δεινὴ δὲ κλαγγὴ γένετ' ἀργυρέοιο βιοῖο.

10. οὐρῆας μὲν πρῶτον ἐπώχετο καὶ κύνας ἀργούς.

11. αὐτὰρ ἔπειτ' αὐτοῖσι βέλος ἐχεπυκὲς ἐφείεις,

12. βόλλ' αἰεὶ δὲ πυραὶ νεκρῶν καίοντο θαμέαι.

5. How many accents are there in Greek? Illustrate by three examples of each accent from the text in question 4.

6. Scan the twelve verses in question 4, and indicate the feet by inserting bars thus | | |. Indicate the quantity of each syllable in lines 1 and 2.

7. What is *Arsis*? What *Thesis*? Illustrate by four examples from the text in question 4.

8. Define “*Onomatopœia*,” give the roots of this word. Give an example of *Onomatopœia* from the text in question 4.

9. Give all the moods, tenses and voices of the Greek verb.

Give Infinitives of the last ten verbs in question 4. What person, mood, tense and voice is "τίσεται" in second line in question 4?

10. Explain in line 3 τοῦ, what case and why?

" " 4 κτῆρ, " "

" " 4 καρτίων " "

" " 5 ὠμοισιν, " "

Why not ὤμοις, aside from metrical reasons? And why not ὤμοισι?

" " 7 ἀντοῦ, what is the opposite?

" " 9 τοῦτο, what case, and why?

" " 11 ἀντοῖσι, " "

" " 12 νεκρῶν, " "

# GERMAN.

FINAL EXAMINATION, June, 1875.

1. Uebersetze: Nachdem die Jagdgesellschaft vergeblich eine beträchtliche Zeit lang durch Gras und Gebüsch gekrochen war in der Hoffnung, den Platz zu entdecken, auf den sich der Löwe zurückgezogen hatte, schloß man, daß er ganz durch das Dickicht gedrungen und in einer entgegengesetzten Richtung davongegangen sei. Entschlossen, ihre Beute nicht entslüpfen zu lassen, kehrten die Lieutenants Delamain und Long zu dem Elephanten zurück, bestiegen ihn und eilten sogleich um das Dickicht herum, indem sie hofften, den Weg zu entdecken, den der Löwe eingeschlagen hatte.

2. Aufsatz: „Der Quäker und der Räuber.“ Achte auf richtige Zeichensetzung, ebenfalls auf Rechtschrift.

3. Schreibe aus dem Gedächtniß: „Das Erkennen,“ Gedicht von Uhland.

4. Beantworte in vollständigen Sätzen: 1) Wer war Regulus? 2) In welchem Kriege und von wem wurde er gefangen genommen? 3) Welchen Auftrag gab man ihm? 4) Was erwarteten seine Feinde von ihm? 5) Was legte Regulus vor den Senat? 6) Wie entschied der Senat? 7) Warum betrat Regulus die Stadt nicht? 8) Was sagte seine Frau? 9) Was geschah mit Regulus, als er wieder in die Gefangenschaft zurückkehrte?

5. Uebersetze: A gentleman, who possessed an estate worth about five hundred pounds a year, in the eastern part of England, had two sons. The elder one went abroad. After several years his father died; when the younger son destroyed his will and seized upon the estate. He gave out that his elder brother was dead and bribed false witnesses to attest the truth of it. In the course of time, the elder brother returned; but came home in destitute circumstances. His younger brother repulsed him with scorn, and told him he was an impostor.

6. Uebersetze aus „Nathan der Weise,“ Act IV, Sc. II, Tempelherr: „Geseht, ehrwürd'ger Vater“ — — — bis zum Ende dieser Rede.

7. Uebersetze ebenfalls: Act III, Sc. II, Nathan: „So kam nun dieser Ring von Sohn zu Sohn“ — — — bis zum Ende dieser Rede.

8. Conjugire das Verb kommen durch alle Zeiten des Subjunctiv-Modus. — Gib 3 Präpositionen, welche den Dativ und Accusativ regieren, 3 die den Dativ allein regieren.

9. Beantworte auf Deutsch: 1) Was erwiederte der Advokat, als er die Geschichte des jüngeren Bruders gehört hatte? 2) Unter welchen Bedingungen wollte derselbe die Sache des jungen Mannes übernehmen? 3) Welches Geschäft betrieb Karstens? 4) Wie beurtheilst du das Betragen (conduct) des Tempelherrn in „Nathan der Weise“?

10. Analysire den ersten Satz in Frage I, bis davongegangen sei.“

## PSYCHOLOGY.

FINAL EXAMINATION, Jan'y, 1875.

1. State, in form of a diagram, the three principal powers of the soul and the principal divisions of the first two.

2. Whence, in your opinion, the beginnings of knowledge? Reasons.

3. What are the two elements in an act of sense-perception? What is their relation to each other and the relation of each to recollection?

4. Define Presentation, Representation and Consciousness.
5. Classify the Laws of Association.
6. What constitutes the difference between lower (or circumstantial) and higher (or philosophical) memory?
7. What is the foundation of every thought process? What is the relation of Judgment to every act of knowledge? Why?
8. Define proposition and syllogism. Illustrate.
9. What are the tests by which one may determine whether a truth be intuitive or not?
10. State the relation of the sensibilities to the intellect and to volition. What are the essential elements of the ludicrous?

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### POLITICAL ECONOMY.

FINAL EXAMINATION, Dec., 1874.

1. What is value? What its measure? How is the value of any commodity fixed at any time?
2. What is the motive to exchange? Is this true of nations? Show it. When is exchange most profitable? Are middle-men a nuisance? Why?
3. By what means may production be increased? What is the cause of the present low price of petroleum, and how can the price be increased?
4. On what depend the wages of labor? and how only can they be effectually increased?
5. What is capital and whence does it arise? State Ricardo's law of Rent.
6. How does machinery affect wages of labor? How does the advance of civilization affect wages? How the profits of capital?
7. What is money? Whence its value? Give the weight of gold in a gold dollar. What would be the effect should government put only half as much in a dollar?
8. Account for the absence of gold and silver in our cur-

rency at present. What play a larger part than money in the machinery of exchange?

9. State the advantages and disadvantages of credit.

10. When and why do nations trade with each other? How are imports paid for? What is meant by Balance of Trade? How is this balance paid?

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## ASTRONOMY.

FINAL EXAMINATION, March, 1875.

1. State Kepler's Laws, and Newton's law of gravitation.

2. What is the Equinoctial, the Ecliptic, the Zodiac? Define Right Ascension and state how it is measured.

3. What do the changes in apparent form and rapidity of motion of sun-spots prove? Give sun's mean distance from the earth and its density.

4. What is an eclipse of the sun? Of the moon? Cause of each.

5. Give the phases of an Inferior Planet. What is meant by sidereal, and what by synodic revolution?

6. Trace the yearly path of the earth about the sun, giving seasons and comparative length of days on the earth's surface.

7. Define Parallax. Give mean distance of our moon from the earth.

8. Give cause of the Tides. Origin of Aerolites, Meteors, and Falling Stars.

9. Name and locate in the Heavens, for March, six constellations. Name six stars of *first magnitude*.

10. Does the clock show us the real sun time? and if not, why not?

# ENGLISH LITERATURE.

FINAL EXAMINATION, June, 1875.

1. What is meant by the name Anglo Saxon? To what race does the English nation trace its parentage, and the most common words of its language?
2. What conditions of society characterized the age of Chaucer? What is the general plan of his greatest work? What parallel has it in this respect in preceding literature?
3. State in a few words, your view as to the nature of the service of Bacon to the cause of science. What fact would you adduce to prove it true?
4. Name three of the great novelists before the time of Scott. What contrast is most evident between the first and last of the Waverly Novels?
5. What caused the publication of "English Bards and Scotch Reviewers?"
6. Name the greatest historian, essayist, lexicographer, epic poet, and dramatist that England has produced.
7. Quote three passages from any English poets, name the authors and the particular works from which they are taken.
8. What is the distinguishing feature in the growth of literature in the 19th century?
9. Of the Dramas of Shakspeare, name three comedies, three tragedies founded on authentic history, and three on legendary history.
10. Give an outline of the plots of any two of the Dramas of Shakspeare.

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## A & B REVIEWS.—ARITHMETIC.

FINAL EXAMINATION, March, 1875.

1. What is the amount of the following bill?  
 4 pieces of muslin, each  $31\frac{1}{2}$  yards at \$.125 per yard.  
 6    "    "    "    "    30    "    "    .115    "    "

5 pieces of muslin, each  $31\frac{1}{4}$  yards at \$.11 per yard.

7 " " " "  $29\frac{1}{4}$  " " .13 " "

2. Multiply 385 by 720 and write out in words the number expressed by the last partial product. Divide 785.623 by 77, and write out in words the number expressed by the third partial dividend.

3. Find the greatest common divisor of 540, 378, 594, 486.

4. If  $\frac{7}{8}$  barrels of flour cost  $1\frac{3}{4}$  dollars, what is the cost of  $5\frac{7}{8}$  barrels?

5. Add .05 bu., .75 pks., .3 qts., .7 pts.,  $\frac{2}{3}$  bu.,  $\frac{1}{4}$  pks., .9 qts.,  $\frac{1}{2}$  pts., and find what decimal of bu. the result is.

6. Give in your own language a rule for reducing lower denominations to higher. Can fractions and decimals be reduced by this rule?

7. If  $9\frac{1}{2}$  yd. of cloth that is 6 qr. wide will make a cloak, how many yards would be required that is  $5\frac{3}{4}$  qr. wide? [Solve by proportion. No credit given to analysis.]

8. If 30 pounds of cotton will make 3 pieces of muslin, each 42 yds. long and  $\frac{1}{2}$  yd. wide, how wide may 1750 yds. be made from 750 lbs. of cotton; a yard of the latter being twice as heavy as a yard of the former? [No credit given unless solved by proportion.]

9. The cube of 2.5 is the square root of what number?

10. What is the present worth of \$2000 due in 11 months, 24 days, money being worth 11 per cent. per annum?

11. Find the area of a circle which is fifteen feet in diameter. What is the circumference?

12. Bought a piece of cloth which proved to be but  $\frac{3}{4}$  as long as it was marked, but I find that if I sell it at \$5.25 per yd. I shall gain 5 per cent. on the prime cost. What do I give per yard?

13. Give reason for the rule for division, the divisor and dividend being common fractions.

14. Give reasons for pointing off in division of decimals.

A & B REVIEWS.—GEOGRAPHY.

FINAL EXAMINATION, March, 1875.

1. Name and locate five lakes of Africa, four of British America, two of South America, two of Asia, and two of Europe.
2. Name in their order ten rivers that flow from the eastern coast of the United States. Name three that flow into the Bay of Bengal, four that flow into the Mediterranean Sea, and four that flow into the German Ocean.
3. Locate Okhotsk Sea, Sea of Marmora, Caribbean Sea, Gulf of Lyons, Botany Bay, Dead Sea, English Channel, Red Sea, White Sea, and Arabian Sea.
4. Name the bodies of land and water crossed by the Tropics and Equator.
5. Locate the Pyrenees, Blue Ridge, Caucasus, Himalaya, Cascade, Thian Shan and Andes.
6. Through what bodies of water would you pass in going from Vienna to Calcutta?
7. Name and locate six straits and four volcanoes.
8. Name the countries and states in South America and North America which border on the Pacific Ocean.

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CLASS B.

LATIN—CICERO.

FINAL EXAMINATION, June, 1875.

1. Give as complete a sketch of Cicero's life, political career and works as possible.
2. Translate : *Quid proxima, quid superiore nocte egeris, ubi fueris, quos convocaveris, quid consilii ceperis, quem nostrum ignorare arbitraris? O tempora! O mores! Senatus hæc intelligit, consul videt; hic tamen vivit. Vivit? Immo vero etiam in senatum venit, fit publici consilii particeps, notat et designat oculis ad cædem unum quemque nostrum: nos autem,*



fortes viri, satis facere rei publicæ videmur, si istius furorem ac tela vitemus. Ad mortem te, Catilina, duci jussu consulis jam pridem oportebat, in te conferri pestem quam tu in nos jam diu machinaris. An vero vir amplissimus, P. Scipio, pontifex maximus, Ti. Gracchum mediocriter labefactantem statum rei publicæ privatus interfecit: Catilinam orbem terræ cæde atque incendii vastare cupientem nos consules perferemus? Nam illa nimis antiqua prætereo, quod C. Servilius Ahala Spurium Mælium novis rebus studentem manu sua occidit. Fuit, fuit ista quondam in hac re publica virtus, ut viri fortes acrioribus suppliciis civem perniciosum quam acerbissimum hostem coercerent. Habemus senatus consultum in te, Catilina, vehemens et grave; non deest rei publicæ consilium neque auctoritas hujus ordinis: nos, nos, dico aperte, consules desumus.

3. Account for the mood of the subjunctives *egeris*, *fuero*, etc. — *Consilii* what genitive? — Why *istius* and not *illius*? — What do you know of Tiberius Gracchus? — Translate in the last sentence from *non deest*, etc., twice, first accepting rei publicæ as genitive and then as dative.

4. Translate: His ego sanctissimis reipublicæ vocibus et eorum hominum, qui hoc idem sentiunt, mentibus pauca respondebo: ego, si hoc optimum factu judicarem, patres conscripti, Catilinam morte multari, unius usuram horæ gladiatori isti ad vivendum non dedissem; etenim si summi et clarissimi viri Saturnini et Gracchorum et Flacci et superiorum complurium sanguine non modo se non contaminarunt, sed etiam honestarunt, certe verendum mihi non erat ne quid hoc parricida civium interfecto invidiæ mihi in posteritatem redundaret; quod si ea mihi maxime impenderet, tamen hoc animo semper fui, ut invidiam virtute partam gloriam, non invidiam putarem.

5. What is the form and what the function of the *Gerundium*? what case does it govern? — Translate: Superstitione tollenda non tollitur religio. Parse the first two words. What do you call this Ablativus Gerundii without a preposition? what is

the form and what the function of the two Supines? Show a second Supinum and a Gerundium in question 4. — What does the English language use in the place of the Gerundium and the Supines? — *interfecto invidiæ*, what Genitive?

6. Translate: *Ego vero fateor me his studiis esse deditum: ceteros pudeat, si qui se ita litteris abdiderunt, ut nihil possint ex eis neque ad communem adferre fructum neque in aspectum lucemque proferre: me autem quid pudeat, qui tot annos ita vivo, iudices, ut a nullius umquam me tempore aut commodo aut otium meum abstraxerit aut voluptas avocarit aut denique somnus retardarit?— Quam multas nobis imagines non solum ad intuendum, verum etiam ad imitandum fortissimorum virorum expressas scriptores et Græci et Latini reliquerunt! Quas ego mihi semper in administranda re publica proponens animum et mentem meam ipsa cogitatione hominum excellentium conformabam. Me autem quid pudeat, account for the subjunctive.*

7. Translate: *Atque idem ego contendo, cum ad naturam eximiam atque illustrem accesserit ratio quædam conformatioque doctrinæ, tum illud nescio quid præclarum ac singulare solere existere. Ex hoc esse hunc numero, quem patres nostri viderunt, divinum hominem Africanum, ex hoc C. Lælium, L. Furium, moderatissimos homines et continentissimos, ex hoc fortissimum virum et illis temporibus doctissimum, M. Catonem illum senem; qui profecto si nihil ad percipiendam colendamque virtutem litteris adjuvantur, numquam se ad earum studium contulissent. Quod si non hic tantus fructus ostenderetur et si ex his studiis delectatio sola peteretur, tamen, ut opinor, hanc animi adversionem humanissimam ac liberalissimam iudicaretis. Nam ceteræ neque temporum sunt neque ætatum omnium neque locorum: hæc studia adolescentiam alunt, senectutem oblectant, secundas res ornant, adversis perfugium ac solatium præbent, delectant domi, non impediunt foris, pernoctant nobiscum, peregrinantur, rusticantur. — Quod si ipsi hæc neque attingere neque sensu nostro gustare possemus, tamen ea mirari*

deberemus, etiam cum in aliis videremus. Explain syntax of esse hunc.

8. Translate: Philippus Ægis a Pausania, quum spectatum ludos iret, juxta theatrum occisus est. Reproduce the idea in spectatum ludos in Latin by five different constructions without using the Supine. — Translate: Brutus quum studere revocandis in urbem regibus liberos suos comperisset, securi eos percussit. Explain the case in revocandis regibus. — Translate: O quam facile erat orbis imperium occupare, aut mihi, Romanis militibus, aut, me Rege, Romanis. (Pyrrhus.)—Militibus, rege and Romanis, what cases?

9. Give as many English derivatives from Latin roots in question 6 as possible.

10. State, how you form the Infinitive Futuri Activi and how the Infinitive Futuri Passivi. What can therefore be expressed by the former and not by the latter? Illustrate both by two examples, from different conjugations. Name four Verba impersonalia. — Construct one sentence with an infinitivus historicus.

### GREEK.—XENOPHON'S ANABASIS.

FINAL EXAMINATION, June, 1875.

1. Give a sketch of the history of Greece, with dates (especially of the attacks of Persian Kings upon Greece) down to Xenophon's time.

2. Give the roots of the word Xenophon. Translate it and give English derivatives from the last root. What dialect did he write in?

3. What is the force of Alpha privative and of Alpha intensive? Illustrate both by examples. Name an English prefix which also answers for the very same two purposes, and illustrate both by examples.

4. State the difference as to the time of the action expressed by Perfect, Future Perfect, Imperfect, Aorist and Pluperfect.

Give the roots of the word Aorist, and one English derivate from its last root. What action does the use of the imperfect and aorist with *ἐν* denote?

5. When may a noun and a participle stand by themselves in the Genitive, which is then called Genitive absolute? Illustrate by examples.

6. Show all tenses, moods and voices (in 1st pers. sing.) of *Βουλεύω*.

7. Show all tenses, moods and voices (in 1st pers. sing.) of *ἵστημι*. The middle voice is generally used to signify what?

8. Translate :

Ἵ ὧ ἄνδρες Ἑλληνες, οὐκ ἀνθρώπων ἀπορῶν βαρβάρων συμμάχους ὑμᾶς ἄγω, ἀλλὰ νομιζῶν ἀμείνων, καὶ χρεῖττους πολλῶν βαρβάρων ὑμᾶς εἶναι, διὰ τοῦτο προσέλαβον. Ὅπως οὖν ἔσεσθε ἄνδρες ἀξιοὶ τῆς ἐλευθερίας ἧς κέκτησθε καὶ ὑπὲρ ἧς ὑμᾶς ἐγὼ εὐδαμονίζω. Εὐ γάρ ἴστε ὅτι τὴν ἐλευθερίαν ἐλοίμην ἂν ἀντὶ ὧν ἔχω πάντων καὶ ἄλλων πολλαπλασίῳ. Ὅπως δὲ καὶ εἰδῆτε εἰς οἶον ἔρχεσθε ἀγῶνα, ἐγὼ ὑμᾶς εἰδῶς διδάσκω. Τὸ μὲν γὰρ πλῆθος πολὺ καὶ κραυγῇ πολλῇ ἐπείασιν· ἂν δὲ ταῦτα ἀνίσχησθε, τὰ ἄλλα καὶ αἰσχύνησθαί μοι δοκῶ οἶους ἡμῖν γνῶσεσθε τοὺς ἐν τῇ χώρᾳ ὄντας ἀνθρώπους. Ὑμῶν δὲ ἀνδρῶν ὄντων καὶ ἐντόλμων γενομένων, ἐγὼ ὑμῶν τὸν μὲν οἴκαδε βουλόμενον ἀπιέναι· τοῖς οἴκοι ζηλωτὸν ποιῆσαι ἀπελθεῖν πολλοὺς δ' οἷμαι ποιῆσειν τὰ παρ' ἐμοὶ ἐλέσθαι ἀντὶ τῶν οἴκοι.

9. Translate :

Κῦρος γὰρ οὖν οὕτως ἐτελεύτησεν, ἀνὴρ ὢν Περσῶν τῶν μετὰ Κῦρον τὸν ἀρχαῖον γενομένων βασιλικώτατός τε καὶ ἀρχεὺς ἀξιώτατος, ὡς παρὰ πάντων ὁμολογεῖται τῶν Κῦρου δοκούντων ἐν πείρᾳ γενέσθαι. Πρῶτον μὲν γὰρ ἔτι παῖς ὢν ὅτε ἐπαιδεύετο καὶ σὺν τῷ ἀδελφῷ καὶ σὺν τοῖς ἄλλοις παισὶ, πάντων πάντα χράτιστος ἐνομιζέτο. Πάντες γὰρ οἱ τῶν ἀρίστων Περσῶν παῖδες ἐπὶ ταῖς βασιλέως θύραις παιδεύονταν· ἐνθα πολλὴν μὲν σωφροσύνην καταμάθοι· ἂν τις, αἰσχρὸν δ' οὐδὲν οὔτε ἀκούσαι οὔτ' ἰδεῖν ἔστι. Θεῶνται δ' οἱ παῖδες καὶ τοὺς τιμωμένους ὑπὸ βασιλέως καὶ ἀκούουσι, καὶ ἄλλους ἀτιμαζομένους· ὥστε εὐθὺς

παῖδες ὄντες μανθάνουσιν ἄρχειν τε καὶ ἄρχεσθαι. Ὡς οὖν Κύριος αἰδημονέστατος μὲν πρῶτον τῶν ἡλικιωτῶν ἐλόχευε εἶναι, τοῖς τε πρεσβυτέροις καὶ τῶν ἑαυτοῦ ὑποδεεστέριον μᾶλλον πείθεσθαι ἔπειτα δὲ φιλιππότατος καὶ τοῖς ἱπποῖς ἀρίστα χρῆσθαι. Ἐκρινον δ' αὐτὸν καὶ τῶν εἰς τὸν πόλεμον ἔργων, τοξικῆς τε καὶ ἀκοντίσεως, φιλομαθέστατον εἶναι καὶ μελετηρότατον.

10. Translate :

Καὶ ὅτε δοκεῖ ταῦτ', ἔφη, ἀνατεινάτω τὴν χεῖρα. Καὶ ἀνέτειναν ἅπαντες. Ἐκ τούτου εὗξαντο καὶ ἐπαιώνισαν. Ἐπεὶ δὲ τὰ τῶν θεῶν καλῶς εἶχεν, ἤρχετο πάλιν ὥδε·

Ἐτύγχανον λέγων, ὅτι πολλαὶ καὶ καλαὶ ἐλπίδες ἡμῖν εἰεν σωτηρίας. Πρῶτον μὲν γὰρ ἡμεῖς μὲν ἐμπεδοῦμεν τοὺς τῶν θεῶν ὄρκους, οἱ δὲ πολέμοι ἐπιωρχήκασιν τε καὶ τὰς σπονδὰς καὶ τοὺς ὄρκους λελύκασιν. Οὕτω δ' ἐχόντων εἰς τοὺς μὲν πολεμοὺς ἐναντίους εἶναι τοὺς θεοὺς, ἡμῖν δὲ συμμάχους, οἵπερ ἱκανοὶ εἰσὶ καὶ τοὺς μεγάλους ταχὺ μικροὺς ποιεῖν καὶ τοὺς μικροὺς καὶ ἐν δεινοῖς ὥσι, σώζειν εὐπετῶς, ὅταν βούλωνται. Ἐπειτα δὲ (ἀναμνήσω γὰρ ὑμᾶς καὶ τοὺς τῶν προγόνων τῶν ἡμετέρων κινδύνους, ἵνα εἰδῆτε ὡς ἀγαθοῖς τε ὑμῖν προσήκει εἶναι σώζονται τε σὺν τοῖς θεοῖς καὶ ἐκ πάντων δεινῶν οἱ ἀγαθοί) ἐλθόντων μὲν γὰρ Περσῶν καὶ τῶν σὺν αὐτοῖς παμπληθεῖ στόλῳ ὡς ἀφανιούντων αὐτοὺς τὰς Ἀθήνας, ὑποστήναι αὐτοῖς Ἀθηναῖοι τολμήσαντες, ἐνίκησαν αὐτούς. Καὶ εὐξάμενοι τῇ Ἀρτέμει διόσους ἀν κατακάνουσι τῶν πολεμίων τοσαύτας χιμαῖρας καταδύσειν τῇ θεῇ, ἐπεὶ οὐκ εἶχον ἱκανὰς εὐρεῖν, ἔδοξεν αὐτοῖς κατ' ἐναιαυτὸν πενταχοσίας θύειν καὶ ἔτι καὶ νῦν ἀποθύουσιν. Ἐπειτα ὅτε Ξέρξης ὕστερον ἀγείρας τὴν ἀναρίθμητον στρατιάν ἦλθεν ἐπὶ τὴν Ἑλλάδα, καὶ τότε ἐνίκησαν οἱ ἡμέτεροι πρόγονοι τοὺς τούτων προγόνους καὶ κατὰ γῆν καὶ κατὰ θάλατταν. Ὡς οὖν ἐστι μὲν τεκμήρια ὅρα ὅτι τὰ τρόπαια, μέγιστον δὲ μαρτύριον ἡ ἐλευθερία τῶν πόλεων ἐν αἷς ὑμεῖς ἐγένεσθε καὶ ἐτρέφετε· οὐδένα γὰρ ἀνδρῶπων δεσπότην ἀλλὰ τοῖς θεοῖς προσκυνοῦτε. εἴτε τοιούτων μὲν ἐστε προγόνων. Οὐ μὲν δὴ τοῦτο γε ἐρῶ ὡς ὑμεῖς κατασχύνετε αὐτούς.

GERMAN.

FINAL EXAMINATION, June, 1875.

1. Uebersetze: Auf den Hülfseruf der Knaben stürzten die Herren aus der Laube und sahen sogleich die Nähe der Gefahr. Eine kurze Strecke oberhalb war eine einfache Vorrichtung, vermittlest welcher das Wasser abgeschlossen werden konnte. Hierhin eilte der Müller, während es dem besorgten Vater gelang, den Arm seines verunglückten Sohnes zu ergreifen. In einer halben Minute fiel die große schwere Klappe, das Wasser strömte langsamer, bis das Rad endlich still stand. Der Knabe wurde betäubtlos herausgezogen. Die unausgesetzten Bemühungen, ihn wieder zum Bewußtsein zu bringen, waren aber erfolgreich, und er entging einem nassen Grabe ohne Beschädigung.

2. Aufsat: „Die Wolke.“ Achte auf richtige Zeichensetzung (punctuation) und auf Rechtschrift (spelling).

3. Schreibe aus dem Gedächtniß: Vier Verse des Gedichtes „Das Gewitter,“ von Schwab.

4. Beantworte auf Deutsch: 1) Wer gehört zur Familie? 2) Wer ist das Haupt der Familie? 3) Wer gehört auch zur Familie, wenn diese sehr zahlreich ist? 4) Wozu sind Diener da? 5) Wo wohnen diese alle? 6) Warum wohnen sie Alle beieinander? 7) Was thun Alle, wenn Eines trauert? 8) Was thun Alle, wenn Eines sich freut?

5. Uebersetze: Come, and I will show you what is beautiful. It is a full blown rose. See, how it sits upon its mossy stem, like the queen of all the flowers! Its leaves glow like fire, the air is filled with its sweet odor; it is the delight of every eye, it is beautiful. I will show you what is strong. The lion is strong; when he rises from his lair, when he shakes his mane, when his roaring is heard, the cattle on the field flee, and the wild beasts of the desert hide themselves, for he is terrible, he is strong.

6. Uebersetze aus „Wilhelm Tell,“ Act III, Sc. III. Frießhardt: „Sie müssen über diesen Platz“ — — — 10 Linien.

7. Uebersetze ebenfalls: Act III, Sc. I. Tell: „Da kam der Landvogt gegen mich daher“ — — — bis „sandt' ihm sein Gefolge.“ 16 Linien.

8. Conjugire das Verbum gehen durch alle Zeiten des Subiunctiv-Modus. — Gib Geantwort von sich freuen.

9. Beantworte auf Deutsch: 1) Warum haßte Gefler den Tell? 2) Welchen Zweck hatte die Verschwörung (conspiracy) auf dem Rütli? 3) Wie rettete (saved) Tell sich aus dem Schiff? 4) Warum ließ Landenberger Melchthal's Vater die Augen ausstechen?

10. Analysire die ersten zwei Sätze in Frage I, bis „abgeschlossen werden konnte.“

## CHEMISTRY.

FINAL EXAMINATION, June, 1875.

1. What is an element?
2. What is isomorphism?
3. Give the usual modes of preparing hydrogen, and explain them.
4. What is salammuniac? How is ammonia prepared?
5. Give the per centage composition of muriatic acid, and explain its preparation from chloride of sodium.
6. Explain the reaction of sufficient quantities of common salt, manganese binoxide and sulphuric acid.
7. Sulphur is dimorphous. Explain what it means.
8. How is sulphuric acid made? Give the difference between concentrated sulphuric acid and fuming sulphuric acid.
9. How is phosphoric anhydride made? How many distinct phosphoric acids can be formed? Give their names and formulæ.
10. How is a carbonate of soda manufactured? How caustic soda?
11. Give the properties of potassium, particularly when compared with those of lead, silver and other familiar metals.
12. What reaction takes place when potassium is dropped into water? Give the formula for it.
13. How is nitrate of silver made? How is the quantity of silver found in a mixture of the nitrates of silver and potassium?
14. How can chloride of silver be easily separated from silver iodide?

# GEOLOGY.

FINAL EXAMINATION, March, 1875.

1. State the condition of North America at the close of the Azoic, and draw map distinguishing land and water.

2. Define and illustrate by drawings the terms Strata, Veins, Dip, Anticlinal, Synclinal, Fault.

3. What of the strike of the rocks in New York and in Ohio? What are the oldest and what the newest rocks in each of these States.

4. Give in an ascending column all the periods of rocks and separate these into Ages, naming the Ages.

5. State the origin, and the circumstances attending the formation of the Salt Deposits in New York. How is the Salt now obtained?

6. Draw figures and give the names of three characteristic Lower Silurian fossils.

7. Draw a section of the Upper Silurian, naming the Groups, and indicating the prevailing materials by appropriate signs.

8. Give briefly the *location* and *extent* of the chief American coal areas; also the *extent* of the English coal areas.

9. What is the characteristic life of the Carboniferous? Give the kinds of coal, and their differences. What is Peat and how formed?

10. Give the European Subdivisions (Epochs) of the Mesozoic. Tell where in America, Triassic rocks are found, and also Tertiary. How does life in Tertiary differ from that in the Mesozoic?

11. When do Fishes, Reptiles, Mammals, Insects, Belemnites and Ammonites begin? When do Trilobites, Orthoceratites, Belemnites and Ammonites end?

12. State the principal change wrought upon the earth by its cooling [other than diminution of bulk], and state at least four classes of important results arising therefrom.



## TRIGONOMETRY.

FINAL EXAMINATION, June, 1875.

1. How do you find the remaining parts of a triangle, from two sides and an angle opposite one of them? Demonstrate.
  2. When in the above case will the answer be ambiguous. Illustrate.
  3. How would you find the height above a horizontal plane of an inaccessible object? Illustrate by a figure.
  4. How would you find the distance asunder of two inaccessible objects? Illustrate.
  5. Find area of a regular decagon whose side is 22.64 feet.
  6. From the two extremities of a base 384 feet long, an object makes with the base angles of  $52^{\circ}38'$  and  $69^{\circ}49'$ . What is its least distance from the base?
  7. From the belfry of a church, 166 feet high, two objects in the same straight line and horizontal plane with the foot of the tower have angles of depression of  $14^{\circ}28'$  and  $5^{\circ}46'$ ; how far apart are these objects?
  8. Find the remaining parts of a triangle of which two sides are 460 and 528 feet and the included angle  $64^{\circ}36'$ .
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## ENGLISH HISTORY.

FINAL EXAMINATION, June, 1875.

1. How came it that the English people are called Anglo Saxons?
2. What was the condition of learning in the time of Alfred? Name some of the obstacles to learning.
3. What classes of people were to be found in England after the Norman Conquest? What were some of the means by which William hoped to reduce the Anglo Saxons to complete subjection?
4. What was the purpose of the Magna Charta? How did it protect the common people?

5. What was the state of agriculture in the 14th century, and why? What were some of the habits of the nobles and of the kings in this century?
6. Give a general description of the great halls of the nobles of the 15th century.
7. What encouragement and assistance did Henry VII give to enterprises affecting the American continent?
8. Who was Wolsey? In whose reign did he live? By what means does your historian say he rose to power? What instances are given of his state and magnificence? What memorable saying is attributed to him on his death bed?
9. What translation of the Bible was made in the reign of Henry VIII? What instances are mentioned of the ignorance of the people at this period?
10. Give the origin of the terms "Whig," and "Tory."

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### RHETORIC.

FINAL EXAMINATION, Dec., 1874.

1. Name five principal sources from which English words are derived. Give the distinguishing features of Saxon words.
2. Give four rules for the use of capital letters. What is Punctuation? Give two rules each for the use of the Colon and the Semi-colon. Illustrate each rule in a sentence.
3. Give three rules for the use of the Comma. Write ten lines introducing the following words, capitalizing and punctuating them correctly: war, east, rocky, mountains, south, president, french, summer, tuesday, general, ocean.
4. Write the possessive case of India, lady, Charles, cities, Thomas, Moses. Give two advantages of the study of Rhetoric.
5. Distinguish between Taste and Genius. What is the source of the pleasures of Taste?
6. What are the principal sources of the Sublime? To what kind of literary work is the term Sublime applied? Give an instance of the moral sublime.

7. To what department of Rhetoric do puns and the burlesque belong? State the difference between Wit and Humor.

8. Define and illustrate Syncope, Pleonasm, Metaphor, Personification, Hyperbole and Irony.

9. What is Purity of Style? Give three ways in which Purity may be violated. What essential property of style is violated in the following sentences? "The work has been overlooked by the most eminent critics." "The clerk told his employer, whatever he did he could not displease him."

10. Give three rules for the formation of style. Write a criticism on the following sentence: "A torrent of superstition consumed the land."

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## CLASS C.

### CÆSAR.

FINAL EXAMINATION, June, 1875.

1. Why is this work called *Commentarii*? When was Cæsar born? How was the month in which he was born called before his time? and why was it so called? How has it been called ever since, and why? Name some of Cæsar's most noted contemporaries, and state his political relations to them.

2. Define Agrarian law. What position did Cæsar take to the Agrarian law passed in his time, and what position as to the conspiracy of Catiline, and to the punishment of these conspirators proposed by Cicero?

3. What offices did he hold and in what succession? What offices did he hold at the time of his death? When and how did he die? State the month and day of the month in Latin. To whom did he address his last words, and what were they in Latin?

4. Translate B. 1, C. 39, "Nonnulli" to "putarent," C. 40; and C. 40 from "Quod non fore dicto," to "cohortem futuram."

5. Why the imperfect “*nuntiabant*” and not the perfect? Explain “*quod non fore dicto*.” Why *nihil* and why not *non*?

6. Account for “*collaturus fuisset*.” Give the ablatives absolute in the text, and as many English derivatives for as many Latin words in Q. 4 as possible.

7. Translate Bk. VI., C. 24 from “*nunc quod in eadem*” to the end. Give principal parts of *largitur*. What kind of verb?

8. Compare *bonus*, *exterus*, *inferus*, *juvenis*, *malus*, *magnus*, *multus*, *novus*, *parvus*, *posterus*, *senex* and *vetus*.

9. Construct six sentences illustrating the six different classes of pronouns, and the four conjugations. How many moods and tenses has the Latin verb?

10. Illustrate the form and signification of the Deponent verb. Illustrate in four sentences the four conjugations of Deponent verbs. Illustrate the active and passive periphrastic conjugation.

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### GREEK GRAMMAR—LEIGHTON'S LESSONS—71.

1. Decline: ὁ ἄξιος ἀνὴρ.

2. Translate: Through the middle of the city flows a river. Every man. All the men. Every river. All the soldiers. All the Gods.

3. Translate: Μὴ λέγετε. οὐ λέγετε. Do not loose him. Αὐτὸς ὁ ἄνθρωπος. Ὁ αὐτὸς ἄνθρωπος. Ὁ βασιλεὺς αὐτός. I see the same king. To my brother he was friendly. The children of my brother are young. I do not see my own horse.

4. Compare: ἀγαθός, κακός, καλός, μέγας, ταχύς, ὀλίγος, πολὺς, ράδιος and φίλος.

5. Translate: Do this. I will do the same. He wrote a letter to his mother. O, men of Athens, do you hear? The man did not come. O, friends, let us go into the city and consult together.

6. Conjugate Indicative, Present and Imperfect of  $\epsilon\iota\mu\iota$ .
7. Conjugate Indicative, Present, Imperfect and Future of  $\epsilon\iota\mu\iota$ .
8. In what moods of what tenses does the stem of the verb receive an augment? Illustrate syllabic and temporal augment.
9. Name the principal parts of the Greek verb, and illustrate by a verb in  $\omega$ .
10. Illustrate by a verb in  $\mu\iota$ .

### GERMAN.

FINAL EXAMINATION, June, 1875.

1. Uebersetze: Ich wünsche ein Haus zu miethen und man hat mir gesagt, daß Sie das Ihrige vermieten wollen; ist es so? Ich wünschte es anfangs zu verkaufen, aber ich konnte keinen Käufer finden. Jetzt werde ich es vermieten müssen. Sie werden also erlauben, daß ich es befehe. Herzlich gern, und ich hoffe, es wird Ihnen gefallen. Wie viele Zimmer sind in dem Hause? Das ganze Haus enthält acht Zimmer mit Defen, sechs Kammern ohne Defen, eine große, geräumige Küche, mehrere Speisekammern, einen großen Keller, und einen hohen, lustigen Bodenraum. Wollen Sie mir gefälligst die verschiedenen Zimmer zeigen? Sehr gern. Bitte folgen Sie mir!

2. Aufsat: „Der schlaue Blinde.“ — (Punctuation and Spelling.)

3. Schreibe aus dem Gedächtniß die letzten 5 Verse des Gedichtes „Die Grenadiere“ von Heine. — (Was schert mich Weib — — bis zu Ende.)

4. Beantworte auf Deutsch: 1) Wie werden die Finger genannt? 2) Was ist an den Spitzen der Finger? 3) Woraus besteht der menschliche Körper? 4) Was ist die Stütze oder Grundlage des ganzen Körpers? 5) Welches sind die Haupttheile des Kopfes? 6) Was ist der eigentliche Spiegel der Seele? 7) Wie heißen die kleinen Röhren, durch welche das Blut fließt? 8) Was ist die beste Zierde des menschlichen Antlitzes?

5. Uebersetze: My heels are very tender; when I walk a great deal, they always ache. The thumb has one joint less than the fingers. The blood flows from the heart through the whole body.

Strong people always have large muscles. The chin of this boy is just like that of his father. Red lips and clean white teeth are the best ornament of the mouth. All my brothers have curled hair, and my sisters have smooth hair. Weak people generally have pale cheeks. Although the tongue is a small member, it may do a great deal of harm.

6. Uebersetze aus „Wilhelm Tell," Act I, Sc. III, Ausruf: „Ihr sehet diesen Hut" — — — 9 Linien.

7. Uebersetze ebenfalls: Act I, Sc. IV, Melchthal: „O, eine Himmelsgabe ist das Licht des Auges" — — — 14 Linien.

8. Declinire Einzahl und Mehrzahl von: der Freund, die Magd, das Tuch, ein guter Herr, unsere Tante, frisches Wasser. Welche Wörter sind männlichen Geschlechts? Gib Beispiele.

9. Beantworte auf Deutsch: 1) Warum schlug Melchthal den Boten? 2) Warum wollte der Schiffer den Mann (Baumgarten) nicht retten? 3) Was rieth (advised) Getrub ihrem Gemahl (husband)? 4) Erkläre das Wort „Twinghof."

10. Analyse die ersten zwei Sätze in Frage 1, bis „Käufer finden."

## PHYSICS.

FINAL EXAMINATION, June, 1875.

1. Explain difference between density and hardness, and give illustrations of each.

2. Two boats, the one moving at the rate of five miles an hour and weighing four tons, and the other moving at the rate of ten miles an hour and weighing two tons, strike a stationary object; how does their striking force compare?

3. If a stone weighs 100 pounds on the surface of the earth, how much would it weigh 2,000 miles above the surface? How much 2,000 miles below the surface?

4. How far will a stone fall during the 5th second of its descent? What is its velocity at the end of that time? How far will it have fallen? How far would it have fallen had it been thrown downward with sufficient force to carry it 20 ft. per second?

5. How long must a pendulum be to vibrate once in three seconds? How long to vibrate in  $\frac{1}{4}$  of a second? If one pendulum is four times as long as another what will be their relative times of vibration?

6. Through which of the three kinds of levers can the greatest power be gained? Through which can none be gained? Why do we use it? Give an example.

7. Why can you not raise water 50 feet with a common pump? What change would it be necessary to make in the pump in order to raise water that high? Illustrate by diagram.

8. Illustrate by diagram the effect upon the image of an object reflected from the principal focus of a concave mirror, also from a point between that focus and the mirror, and also from a point between the focus and the centre of the mirror.

9. What kind of mirror always makes the image smaller than the object? What may make it larger or smaller, and according to what circumstances?

10. Show by diagram whether water seems deeper or shallower to one thrusting a stick into it obliquely, and give the law of optics thus illustrated.

11. Give the best reason you can think of why the rainbow is a part of a circle and not a straight line or some other shape.

12. What kind of lenses do old people use to help their sight? Why? What kind are sometimes used by young persons? Why?

13. State the difference between a magnet and an electro-magnet, and give the principles on which the telegraph operates.

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## GEOMETRY.

FINAL EXAMINATION, June, 1875.

1. Define Polyedral angle. What is a diagonal of a polyedron? The volume of a polyedron?

2. Give and demonstrate the proposition relating to the side of a regular inscribed decagon.

3. How may you construct a square equal to a given triangle?

4. If two chords of a circle  $AB$  &  $CD$  intersect at  $O$ , prove that  $AO \times OB = CO \times OD$ .

5. If  $AB$  &  $CD$  be the parallel sides of a trapezoid, and lines be drawn from the points  $A$  &  $C$  to the middle of the side  $BD$ , what ratio will the area of the triangle thus formed bear to the area of the trapezoid? Demonstrate.

6. If, of two similar triangles, the longer side of one be to the longer side of the other as three to four, what will be the ratio of their areas? Demonstrate.

7. From a given point draw three of the angles of a quadrilateral, and show how the fourth may be found.

8. I have a straight line, and wish to draw another parallel to it and one inch from it. How would you draw it without the use of the parallel rules?

9. A mason wishes to lay two walks at right angles to each other. How may he make a square with which he can test his work, out of three pieces of timber, each a little more than 3, 4 and 5 feet long, respectively? State the proposition in Geometry on which the operation would depend.

10. I have a line three inches in length, and wish to construct upon it the segment of a circle which shall terminate in the ends of the line, and which shall contain an angle of 45 degrees. How must the segment be drawn?

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## PHYSICAL GEOGRAPHY.

FINAL EXAMINATION, December, 1874.

1. Define Physical Geography. What are its natural subdivisions? Give the difference between the polar and equatorial diameters of the earth. What causes this difference?



2. What determines the position of the tropics and polar circles? Where are they placed? What are latitude and longitude, and how are they reckoned?

3. What are the evidences of internal heat? Give the theory of earthquakes.

4. State the importance of deeply indented coasts. Classify and define plains according to their surface and productiveness. State the difference between a plain, plateau and mountain.

5. Draw a section of North America from west to east, a section of Asia from north to south, a section of Europe from north to south, marking in each all the physical changes.

6. What is a water shed? Give the classes and sub-classes of islands. State their origin. Define each.

7. Explain fully the principle of intermittent springs. Illustrate by diagram. Explain the origin of salt lakes.

8. Give the river systems of North America, South America and Europe. State the composition of sea water. Give the temperature of the ocean at the surface and below it.

9. Define waves and tides. Account for the origin of tides. Illustrate by diagram.

10. Define currents. Explain the theory of ocean currents. Classify currents. Describe the Gulf Stream.

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## SCIENCE OF GOVERNMENT.

FINAL EXAMINATION, March, 1875.

1. What is the relation between the State and Government? State the relation between Liberty and Law?

2. How were the Colonial Governments classified? State briefly the nature of each class.

3. Through what Department are the powers of our Government administered? In what Departments were the powers vested under the Articles of Confederation?

4. When were the Articles of Confederation adopted? The

ratification of how many States was required for their adoption ?  
Of how many for the adoption of the Constitution ?

5. Give in full the usual method of election of President of the United States under the present Constitution.

6. What powers belong to the House of Representatives that do not belong also to the Senate ; and what to the Senate that do not belong to the House ?

7. How are U. S. Senators chosen, and how apportioned among the States ? How are Electors of President and Vice President chosen ?

8. What is the provision of the Constitution regarding the militia ?

9. How is it determined who shall be entitled to vote for Representatives ? What power has Congress over the elections for choosing Senators and Representatives ?

10. What does the Constitution prescribe in reference to *Treason* ? Define the meaning of "*Writ of Habeas Corpus*," and "*Bill of Attainder*." Who can suspend the privilege of the *Writ of Habeas Corpus* ?

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## ROMAN HISTORY.

FINAL EXAMINATION, June, 1875.

1. Where is Rome located ? How long was it a kingdom ? How long a Republic ? What was the origin of the Plebs ?

2. At the time of Servius Tullius how many sovereign bodies in Rome ? How constituted ? Give four causes of disagreement between the Patricians and Plebeians.

3. For what are Horatius Cocles, Coriolanus, Marcus Manlius, Cincinnatus and Camillus noted ?

4. When did Rome first have written laws ? Who were these law-makers, and what led to their being appointed ?

5. How does Pyrrhus come into Roman History ? What success attends him ? What is his fate ?

6. Give two battles in each Punic War, mentioning the two leading generals of each battle, and give results. Give the terms of the treaty at the close of the second Punic War.

7. What were the duties of Quæstor, a Censor, a Consul, a Dictator, and a Tribune of the Plebs?

8. Give the cause, progress and result of the Jugurthine War.

9. What caused the first Civil War? What was the fate of the two leaders?

10. Who were Catiline, Pompey, Cicero and Cato? Give your opinion of the assassination of Cæsar.

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## CLASS D.

### LATIN.

FINAL EXAMINATION, June, 1875.

1. Give a rule for the quantity, and also one for the accent, of a syllable.

2. Decline *regnum*, *mare*, *apex*, *conatus*.

3. Decline, and also compare, *acer*, *felix*, *carior*, *malus*.

4. Name the demonstrative and relative pronouns, and decline *is*, *ipse*, *qui*, *quis*.

5. State how the conjugations are distinguished, and give the characteristic of each.

6. Give the principal parts of *do*, *vivo*, *contineo*, *munio*.

7. Name the third, singular, future, indicative, the first, plural, present, subjunctive, and the participles of *gero*, active voice.

8. Give the mode, tense, number, person and voice of *faceret*, *fugientium*, *pugnaverim*, *peritissimus erat*.

9. *Reminiscere, mi amice, veteris tuæ famæ.* Translate, and parse the first and last word, giving the rule for the case of the latter.

10. Many men are desirous of contention.

Turn the above into Latin.

11. *Placuit Cæsari, ut ad eum legatos mittant.* Translate and parse the first two words, giving the rule for the case of the latter.

12. Turn into Latin: The boy was like his father. Give rule for the case of the word meaning father.

13. *His rebus fit, ut Helvetii minus facile finitimis bellum inferre possint.* Translate and give rule for the case of *rebus* and of *finitimis*.

14. Give the principal parts of the verbs in the foregoing sentence, also inflect them in the tense where found.

15. *Laudandus est ille puer tibi.* Translate and parse the first and last word, giving the form of the former and the rule for the latter.

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### GERMAN.

FINAL EXAMINATION, June, 1875.

1. Uebersetze: Ach, antwortete der Wolf, so habe ich mir die Stärke des Menschen nicht vorgestellt. Erst nahm er einen Stock von der Schulter und blies hinein, da flog mir etwas ins Gesicht, das hat mich ganz entsetzlich gekitzelt; dann pustete er noch einmal in den Stock, da flog mir's um die Nase wie Bliz und Hagelwetter, und wie ich ganz nahe bei ihm war, da zog er eine blanke Rippe aus dem Leibe, mit der hat er so auf mich losgeschlagen, daß ich beinahe todt wäre liegen geblieben. Siehst du, sprach der Fuchs, was du für ein Prahlhans bist.

2. Aufsatz: „Die vier Jahreszeiten.“ — (See to correct punctuation and to spelling.)

3. Schreibe aus dem Gedächtniß das Gedicht „Hund und Raue.“ (Zum Herrn kam Hund und Raue herein — — —)

4. Beantworte auf Deutsch: 1) Was fand der Hund? 2) Was that er, als er an den Fluß kam? 3) Was sah er im Wasser? 4) Was dachte er? 5) Was that er dann? 6) Was geschah aber? 7) Was ist die Moral der Geschichte?

5. Uebersetze: Prince Bismarck, to whom Germany owes its greatness, is a very clever man. — Where is Nellie now? She is

in school; give her my love, and tell her I would like to see after school. — I dislike the society of those who are friendly before your face, and who slander you behind your back. — He who knows much also knows that there are many things he does not know. — To be or not to be, that is the question, says Shakespeare.

6 Uebersetze: You did not finish your story about General Moltke. — He grew rich in five years. — A time may come, when it will be well nigh impossible to save you from ruin. — Now, my friends, sit down, and make a hearty meal. — The French caused their King, Louis XVI. to be arrested, and afterwards they had him beheaded. — I have no patience with people who are careless and squandering. — Will you allow me to offer you a pinch of snuff?

7. und 8. Render in good English prose the poem: „Die sechs Börtlein.“ Mind well, how you render soll, muß, kann, will, darf, mag.

9. Conjugate: m ö g e n in full, Indicative Mode, Active.

Conjugate: l o b e n in full, Indicative Mode, Passive.

10. Analyze the first sentences in question 1, to „entfesslich gesittelt.“

## ALGEBRA.

FINAL EXAMINATION, June, 1875.

1. Subtract  $(a-b)x - (b-c)y$  from  $(a+b)x - (b+c)y$ .
2. Remove the brackets from

$$a - [5b - \{ b - (3c - 3b) + 2c - (a - 2b - c) \}]$$

$$\begin{array}{r} a+b \quad a-b \\ \hline \end{array}$$

$$\begin{array}{r} \hline c+b \quad c-b \\ \hline \end{array}$$

3. Simplify—

$$\begin{array}{r} a+b \quad a-b \\ \hline \end{array}$$

$$\begin{array}{r} \hline c-b \quad c+b \\ \hline \end{array}$$

4. Find the greatest common divisor of

$$2x^5 - 11x^3 - 9, \text{ and } 4x^5 + 11x^4 + 81$$

5. Find a number such that the continued product of its two halves and four quarters will equal the continued product of its three thirds.

6. Two plugs are opened in the bottom of a cistern containing 192 gallons of water; after three hours one of them becomes stopped, and the cistern is emptied by the other in eleven hours; had six hours occurred before the stoppage, it would have required only six hours more to empty the cistern. How many gallons will each plug hole discharge in an hour, supposing the discharge uniform?

7. Given 
$$\frac{\sqrt{y+12} + \sqrt{y}}{\sqrt{y+12} - \sqrt{y}} = 3$$
 to find  $y$ .

8. Given 
$$1.2x - \frac{.18x - .05}{.5} = .4x + 8.9$$
 to find  $x$ .

9. *The Problem of the Couriers.*—Two couriers were traveling the same road, the one at the rate of  $a$  miles per hour, the other at the rate of  $b$  miles an hour. At a certain time the distance between them was  $d$  miles. When were they together? Solve the problem and interpret the result when  $a=b$  and  $d>0$ .

10. A person bought a picture at a certain price and paid the same price for a frame. If the frame had cost \$5 less and the picture \$4 more the price of the frame would have been only half that of the picture. Find the cost of the picture.

11. Explain how it can be true that  $a$  divided by infinity is equal to nothing, and how it is that infinity divided by  $a$  is equal to infinity.

12. Give the exact formula from which we derive the common rule for extracting the cube root.

## PHYSIOLOGY AND NATURAL HISTORY.

FINAL EXAMINATION, March, 1875.

1. Of what are bones composed? Name the bones of the trunk. Give two uses of the bones. Define ligaments and state their use.

2. Define muscles. State their uses and name the kinds. Give three uses of fat.

3. Name the parts of the skin. What is the office of each? Why should the skin be kept clean. Give at least two uses of the blood.

4. Follow the course of the blood from some point in the circulation to the same point again.

5. What two kinds of blood are found in the system? Note their difference. Where are the lungs placed? What important change takes place in the lungs? How? Why should a room be well ventilated?

6. Name the processes by which the nutritive parts of food are changed to blood. Name the digestive fluids, and give the action of two. State something to be avoided as unfavorable to digestion.

7. Name at least three functions of the nervous system. Describe briefly the brain. What is the function of the gray matter of the brain?

8. Name the parts of the eye. How is a picture formed in the eye? Give the cause of short-sightedness.

9. Name the parts of the ear. How is the sensation of sound excited?

10. What are the uses of cartilage?

11. Name the four branches of the animal kingdom, and give characteristics and examples of each branch.

12. Name the classes of the highest branch, and give the characteristics and examples of each class. Name and give examples of the orders of the highest class.

13. Classify the following animals, giving the branch, class and order: Snail, perch, spider, toad, turtle, whale, bat, beaver, beetle, cat, lobster, shark, eagle, starfish, snake, horse, bee.

14. Name and give examples of three classes of Mollusks. Give the classes of Articulates, and examples of each.

## HISTORY.

FINAL EXAMINATION, Dec., 1874.

1. How were the governments of Athens and Sparta administered? What was the cause of the first invasion of Greece by the Persians? Name the great battle, and tell why it was particularly important.

2. Where and over whom did Alexander gain three of his greatest victories? What were the general results of his conquests?

3. Give an account of the founding of Rome and name its first form of government. What revolution put an end to this, and what form succeeded? Give the cause and results of the first secession of the Plebs.

4. Name three of the early conquests of Rome in Italy. State date, cause, principal leaders and principal battles, and treaty of the second Punic War.

5. Explain the term "War of the Roses." Name the contending parties. Under whose reign commenced? Lasted how long? Name two important battles. What was the cause of the war with Scotland?

6. Name two battles in the French War. Two important events in life of Elizabeth. What was the "Petition of Rights?" In whose reign presented? Why presented?

7. What was the object of the Crusade? Why so named? Who were the Christian leaders in the first? What was the influence of the Crusades on the social and political state of Europe?

8. State the principal causes of the Reformation; names of three reformers; decision of the Diet of Worms; result of the Council of Trent; effect of the Reformation; origin of the term Protestant.

9. Name one historical event connected with each of the following, and locate geographically: Hastings, Salamis, Ban-



nockburn, Pharsalia, Runnymede, Thermopylæ, Carthage, Dunbar.

10. Name the following persons in proper historical order, tell to what nation each belonged, and mention something important recorded of each : Pericles, Thomas a' Becket, Julius Cæsar, Joan of Arc, Sir Walter Raleigh, Marius, Socrates, Pyrrhus, Solon, Shakspeare.

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### RHETORIC.

FINAL EXAMINATION, June, 1875.

1. Write an essay, at least two-thirds of a page long, on "The Fourth of July," punctuating it correctly.

2. Point out all the adjective modifiers in what you have written, stating to which class each belongs.

3. Give the rule for each capital and punctuation mark you have used in the essay.

4. Abridge the following sentence, conveying the same meaning in less than twenty-five words: "It was easy to see that the words of the stranger, full of earnestness as they were, and revealing the wisdom which is gained only by experience, had not failed to produce a deep impression upon the mind of Edward, for his agitated and nervous manner betrayed the fact that he was moved to an unusual degree." Analyze the sentence, both before and after abridging.

5. Write a note suitable to accompany a gift; also, an answer, returning thanks for the gift.

6. Give four other words meaning nearly the same at "glad." What is the difference between shall and will—habit and custom—expect and hope—capital and capitol?

7. Define, Metaphor, Allegory, Personification, Antithesis, Irony, Hyperbole, Climax, Euphemism, Apostrophe and Onomatopœia.

8. Name eight qualities of merit that style may possess.

9. Name and define the four principal kinds of poetic feet.
10. Scan the following, and name each line according to the number of feet it contains :

“Then sing, ye birds, sing, sing a joyous song !

And let the young lambs bound

As to the tabor's sound !

We, in thought, will join your throng,

Ye that pipe and ye that play,

Ye that through your hearts to-day,

Feel the gladness of the May !

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## BOTANY.

FINAL EXAMINATION, June, 1875.

1. How would you distinguish an endogenous from an exogenous plant ?
2. Draw a figure of a leaf of an exogenous plant, representing and naming all the parts it may have.
3. Name and describe three *peculiar* kinds of stems, giving common examples of each.
4. What is a flower essentially ? Give proofs.
5. Describe and illustrate by drawings all the organs of a *complete* flower.
6. Give the *one* most distinctive character of the order Rosaceæ ; of the order of Ranunculaceæ.
7. Give the characters which separate the orders Liliacæ and Trilliaceæ.
8. Give the cardinal characters of the Cruciferæ and Labiata, naming some common species as an example of each order.
9. What kind of a fruit is a strawberry, raspberry, blackberry, peach, melon ? Define each name.
10. I find an herb with alternate, stipulate, cordate leaves on long petioles ; with axillary, nodding, irregular flowers having five persistent sepals with ears at base, five purple petals, of

which the lower has a short, thick spur, and the lateral ones are bearded ; five stamens slightly cohering around a one-celled, three-valved pistil, anthers adnate and introrse. Tell the order and genus, and define the terms *adnate*, *introrse* and *cohering*.

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## MUSIC.

### FINAL EXAMINATION, June, 1875.

1. Write the absolute and relative names of the sounds in the tune which is on the blackboard.
2. Write the chromatic scale in the keys of "A flat," and "B."
3. Write from memory, in the key of "E flat," the tune played by the teacher. [Teacher will play the tune through, then repeat each phrase. The pupils will determine the kind of measure, length and pitch of the sounds for themselves.]
4. Transpose from memory, the tune, Naples, into the key of "G."
5. Sing one exercise by word and one by syllable, of the list accompanying these questions.
6. Sing one of the tunes learned since the last examination.
7. Sing the chromatic scale, and chromatic vocal exercise.
8. What tones in the scale of B, not in the scale of C ? In the scale of D flat, not in C ?

# GRAMMAR SCHOOLS.

## A GRAMMAR CLASS.

### ARITHMETIC.

June, 1875.

1. Define *per cent.*, *per centage*, *discount*, *evolution*, *parallel lines*.

2. A merchant sold goods to the amount of \$1,575, of which 25 per cent. was profit. What was the gain per cent. on first cost?

3. How much must I invest at 7 per cent. per annum that it may amount to \$50,000 at the end of  $4\frac{1}{2}$  years?

4. If fifty-six yards of carpeting  $\frac{3}{4}$  yards wide, will cover a certain hall floor, how many yards  $1\frac{1}{4}$  yards wide will be required to cover a hall of the same width and  $2\frac{3}{4}$  times as long?

5.  $52\frac{1}{2}$  lbs. of raisins are to be divided among 3 children in the ratio of their ages. Their ages are respectively  $4\frac{1}{2}$  years,  $7\frac{1}{2}$  years, and  $10\frac{1}{2}$  years. What will each one receive?

6. One in every 61 of the inhabitants of a certain village was 70 years or more of age; of the whole number under 70 years of age, 5 per cent. were between 60 and 70, 25 per cent. between 40 and 60, 50 per cent. between the years of 20 and 40, and  $12\frac{1}{2}$  per cent. between 10 and 20 years, and 54 were under the age of ten years. How many were there in all?

7. A vessel which is  $\frac{3}{8}$  full, will be  $\frac{7}{8}$  full if 13 gills be added to its present contents. What is the capacity of the vessel?

8. How far will a wheel travel in rolling over 1000 times, the wheel being 4 feet in diameter?

9. What per cent. of \$437.25 is \$244.86 ?
10. A horse is tied by a rope 5½ feet long, fastened to the top of a stake which is 20 feet high ; how far from the stake can he graze ? Over how many square feet can he graze ?
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## GRAMMAR.

June, 1875.

1. In what mode, tense and voice is each verb in the following ?
  - (a) "Had assistance been received, etc."
  - (b) "He seems to have improved his opportunities."
  - (c) "They should have been successful."
  - (d) "They did not comprehend the question."
2. Change the following verbs as required below :
  - (a) *To swim* — to past perfect indic.
  - (b) *Will have been seen* — to pres. sub. act.
  - (c) *Shall have obtained* — to past perf. poten. pass.
  - (d) *Has not been* — to future perf. indic.
  - (e) *Had been reciting* — to future progressive.
3. State two essential differences between a relative and an interrogative pronoun.
4. When is a proposition said to be subordinate ? Give an example, underlining the subordinate proposition.
5. Give an example of a verb in the singular, having two or more subjects. Why singular ?
6. "This eye must be dark, that so long has been dim,  
Ere again it may gaze upon thine.  
But my heart has revealings of thee and thy home,  
In many a token and sign."
  - (a) In what case is *that* ? Why ? Gender ? Why ?
  - (b) What does *dim* modify ? What does *long* modify ?
  - (c) Parse *ere* and *in*.
  - (d) Mode, tense and voice of *has* in third line.

(e) Name the subordinate propositions and tell what each modifies.

7. Distinguish between principal and subordinate elements. What parts of speech are used as connectives?

8. Write out the following description of a picture in prose:

“An old farm house, with meadows wide,  
And sweet with clover on either side;  
A bright-eyed boy, who looks from out  
The door with woodbine wreathed about,  
And wishes his one thought all day :  
‘ Oh, if I could only fly away  
From this dull spot, the world to see,  
How happy, happy I should be.’ ”

9. State in six or eight lines where you would go, and why, if you were at liberty to take any journey you wish.

10. Analyze —

“The wandering mariner, whose eye explores  
The wealthiest isles, the most enchanting shores,  
Views not a realm so beautiful and fair,  
Nor breathes the spirit of a purer air ;  
In every clime, the magnet of his soul,  
Touched by remembrance, trembles to that pole.”

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## GEOGRAPHY.

June, 1875.

1. Bound France.
2. Describe the Nile river and state what it is celebrated for.
3. Bound Nevada and state what it is celebrated for.
4. Why does rain fall but rarely in the territories east of the Rocky Mountains?
5. Name and locate the three largest Atlantic cities, the three largest Mississippi and the four largest lake cities.
6. At about what parallel of latitude is the northern ex-

tremity of the Island of New Foundland? London? St. Petersburg? Straits of Magellan? The Arctic Circle? State the last exactly.

7. Name the three largest rivers of Asia that flow into the Arctic Ocean, the three largest that flow eastward into the Pacific Ocean, and the three that flow southward into the Indian Ocean.

8. Which are the four great manufacturing cities of England? Give the location of each.

9. Locate the Scilly Isles, Isle of Wight, Hebrides Islands, Isle of Man, and Island of Cyprus.

10. What seas are connected with the Mediterranean?

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## HISTORY.

June, 1875.

1. Name the Presidents of the United States in their order.

2. What was the first effort of the United States Government to raise revenue by internal taxation, and how was it received? What was the result?

3. Which President was the first elected by the House of Representatives?

4. In what year was Madison elected President? How many years did he serve? What wars took place during his administration?

5. How does the "American System" of protection operate to protect American manufacturers? When was it established? What section of the country chiefly opposed it? Why did they oppose it?

6. What policy has the United States Government pursued in wars between foreign governments? Mention two incidents in which it has exercised this policy. One in which it is now exercising such policy.

7. What were the boundaries of the United States as deter-

mined by the treaty by which the independence of the United States was secured?

8. State when and from whom accessions to this territory have been made. (This question has no reference to the organization of State governments.)

9. What was the Missouri Compromise Bill? When was it passed? How was it affected by the Kansas-Nebraska Bill?

10. In what year was slavery abolished by Constitutional Amendment?

# SPELLING.

June, 1875,

Hypocrisy,	Surgeon,
Secrete,	Specter,
Brethren,	Diligence,
Second,	Stupefy,
Dyeing — coloring,	Streak,
Ruffian,	Herds-man,
Prophecy	Wednesday,
Clothe,	Salable,
Wholly — (entirely),	Ascendant,
Cannon,	Daguerreotype.

What do the following abbreviations stand for?

et seq.      et al.      i. e.      q. v.      M. D.

# GERMAN.—ENGLISH PUPILS.

June, 1875.

1. Schreibe einen Aufsatz über den Garten. Ist er vor oder hinter dem Hause? Wer arbeitet in demselben? Welche Blumen wachsen darin? Wie viel Obstbäume stehen im Garten? Was für welche sind es? Wann wird das Obst reif? Wann sät, und wann erntet man? Es giebt allerlei Gärten, nenne einige.

2. Grammatik: Give Present, Past and Future Tenses of sein and werden, both Indicative and Subjunctive Mode, in full. — Give 6 Propositions and use them in German sentences; tell which cases they govern. — Mention all German auxiliary verbs.



3. Beantworte auf deutsch: Können Sie jenen Brief lesen? — Wer hat den Brief geschrieben? — An wen ist er geschrieben? — Soll ich auch einen Brief schreiben? — Würden Sie in die Stadt gehen, wenn es nicht regnete? — Was würdest du thun, wenn du deine Aufgabe nicht gelernt hättest? — Was sagte der Knabe, das er gesehen habe? — Susanne, kannst du die Rüche melken? — Welche Monate haben weniger als 30 Tage? — Wie lange werden unsere Ferien dauern? — Was thust du gern, wenn du den ganzen Vormittag studirt hast?

4. Uebersetze: John and Eve are quarreling about a nut. Miss Susie is not very fond of study. Each flower has a peculiar beauty. All the world's a stage. Everybody goes to the country when the hot season begins. How much is four fifths of one half? A good piano is a costly article in this country. Please, change this dollar, Sir. He who gives quickly gives double. A small leak will sink a great ship. He wears her ring, and she wears his, but I wear my own.

5. Schreibe aus dem Gedächtniß zwei Verse eines Gedichtes, welches du gelernt hast.

#### GERMAN.—GERMAN PUPILS.

June, 1875.

1. Aufsatz: „Friedrich der Große.“ Die Anekdote, welche von einem Bauern spricht, den der König sehen wollte. — Achte auf die Satzzeichen, sowie auf richtige Verbindung der Gedanken.

2. Grammatik: 1) Gib einen einfachen Satz, 2) einen erweiterten Satz, 3) einen zusammengezogenen Satz, 4) eine gleichstellende Satzverbindung, 5) eine entgegenstellende Satzverbindung, 6) ein Satzgefüge mit Objektivsatz, 7) ein Satzgefüge mit Attributivsatz, 8) ein Satzgefüge mit Adverbialsatz des Ortes, 9) ein Satzgefüge mit Adverbialsatz der Zeit, 10) ein Satzgefüge mit Adverbialsatz der Weise, 11) ein Satzgefüge mit Adverbialsatz des Grundes.

3. Uebersetze: But here's a parchment with the seal of  
Cæsar;

I found it in his closet, it is his will;  
Let but the Commons hear this testament—  
Which, pardon me, I do not mean to read—  
And they would go and kiss dead Cæsar's wounds,  
And dip their napkins in his sacred blood;

Yea, beg a hair of him for memory,  
And, dying, mention it within their will,  
Bequeathing it as a rich legacy unto their issue.

4. Uebersetzen: Geßler: „Ei, Tell, du bist ja plötzlich so besonnen! Man sagte mir, daß du ein Träumer seist und dich entfernst von andrer Menschen Weise. Du liebst das Seltsame — drum hab ich jetzt ein eigen Wagstück für dich ausgesucht. Ein Anderer wohl bedächte sich — du drückst die Augen zu und greiffst es herzhaft an.“

Tell: „Ich soll mit meiner Armbrust auf das liebe Haupt des eignen Kindes zielen? Eher sterb ich!“

5. Schön- und Rechtshrift: Schreibe aus dem Gedächtniß die letzten 2 Verse des Gedichtes „Lützow's wilde Jagd.“

## MUSIC.

FINAL EXAMINATION, June, 1875.

1. What is meant by the relative pitch of a sound? By the absolute pitch? Give the names of each.

2. What are the uses of a clef? How many clefs are there? What are their names?

3. Write the absolute and relative names of the sounds of the tune upon the blackboard.

4. What is meant by the expression, “Key of C”? From what does a scale take its name? What is meant by the expression, “Scale of G”?

5. The teacher will sing by word or play one of the exercises accompanying this list, then repeat it, singing two measures at a time, and the pupils will write the tune from memory.

6. Sing one of the time lessons with this list. Give each division a different ex. (One trial.)

7. Sing one exercise by word. (One trial.)

8. Sing one exercise to which there are no words by syllable. (One trial.)

9. Sing tunes on pages 80 and 164, Singing School Echo.

10. Sing the scale and vocal exercises, judging of the position of the mouth, the sustained sound, change of position of mouth, &c.

No. 1.



No. 2.



No. 3.



No. 1.



Soft-ly now the light of day, Fades up-on my sight a-way, Free from care, from

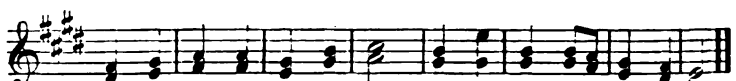


la-bor free, Lord, I would commune with thee, Lord, I would commune with thee.

No. 2.



In the morning when I wake, Help me Lord to sing thy praise.



Keep me free from sin, and make Me to know more of thy ways.

No. 3.



No. 4.



## B GRAMMAR CLASS.

### ARITHMETIC.

June, 1875.

1. Add together the following numbers :  
 327 thousand 261 and 39 ten-thousandths.  
 324365 and 93 hundredths.  
 41 and 459 hundred-thousandths.
2. What is the difference in inches between  $\frac{1}{3}$  of a mile, and 0.456 of a league ?
3. What per cent. of \$84 will be left after purchasing the following articles, viz : 3 yards of cloth at  $7\frac{1}{2}$  dollars per yard, 7 yards of lace at \$2.25 per yard, and 6 blankets at \$4.12 $\frac{1}{2}$  each, and sundries costing 75 cents ?
4. A merchant's sales during one week, amounted to \$1,811.25, averaging a profit of 15 per cent. What did the goods cost him ?
5. If a man spends  $\frac{1}{3}$  of his income in board and clothing;  $18\frac{1}{2}$  per cent. in charities and amusements, and has \$137.50 left; what is his income ?
6. A grocer bought  $162\frac{1}{2}$  lbs. sugar at  $7\frac{1}{2}$  cents per pound ; at what price per pound must he sell it to gain 8 per cent. on the cost ?
7. If 231 cubic inches make one gallon, how many cubic inches in a vessel which holds 3 qts., 2 pts., 1 gill ?
8. Perform the divisions indicated below, and add together the quotients :  
 $4.5 \div .05$  ;  $.45 \div .005$  ;  $45 \div .0005$  ;  $.0045 \div .5$  ;  $45 \div 50$  ;  
 $.045 \div .05$ .
9. Twenty-five per cent. of a merchant's receipts is profit ; what per cent. does he make upon his investment ?
10. Define numerator, denominator, percentage, base, interest ?

## GRAMMAR.

June, 1875.

1. In what mode, tense and voice is each verb in the following :

- (a) The message should have been received earlier.
- (b) It was impossible for any to go.
- (c) He was threatened with dire punishment.
- (d) The boy, pleased with his success, sought his companions at an early hour.

2. Change the following verbs as required :

- (a) *Had thought*, to present potential, active.
- (b) *Might have said*, to pres. perf., indic., pass.
- (c) *To swim*, to past perf., indic.
- (d) *Will fly*, past perf., potential.

3. Write a sentence containing a relative pronoun. What is its antecedent? What does the clause in which it stands modify?

4. Write a sentence in which *that* is used as an adjective. Another in which it is used as a pronoun.

5. State, in not more than five lines, where you would go, if you were at liberty to take any journey you wish, and why.

6. Write three or four lines, stating one or two facts which you have learned from the study of Physics.

7. Write one full sentence in answer of each of the following questions :

(a) If the Golden Rule were observed by all, what would be the effect upon courts and prisons?

(b) Why should dumb animals be treated with kindness?

(c) Why is the Fourth of July observed as a holiday?

8. What does the following verse mean? Write in prose.

“Believe not each wild, tattling tongue,  
As most weak people do;  
But still conclude that story wrong  
Which ought not to be true.”

9. In what case is "tongue" in the 8th? Rule. What does "wrong" modify? Mode and voice of "conclude"?

10. Analyze—"Slowly and sadly they climb the distant mountains, and read their doom in the setting sun."

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## GEOGRAPHY.

June, 1875.

1. Bound Kentucky, and give two principal productions of the State.

2. Name the States lying on the western bank of the Mississippi river and the five States and Territories lying next west of them.

3. Locate the five principal cities east of the Allegheny Mountains. Locate the five principal cities in the great central plain.

4. Why do we not have agricultural cities, as well as commercial and manufacturing?

5. Why is Chicago so favorably located for commerce?

6. In what part of what State is Long's Peak? Pike's Peak? Mt. Baker?

7. In the valley between what ranges of mountains are the Sacramento and St. Joaquin?

8. What railway affords means of travel between Omaha and San Francisco? Through what States and Territories does it pass?

9. In what part of the country is cotton chiefly raised? Tobacco? Where is the great grain field of the country?

10. Bound Missouri, give the capital and chief city, and the location of each.

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## HISTORY.

June, 1875.

1. How many years elapsed from the time of Columbus's first discovery in the New World till the time of the first settlement within the present territory of the United States?

2. Where and when was the first permanent settlement made in America by English colonists? — the second?

3. What was the difference between the character of the people making these two settlements?

4. From what country in Europe did the first settlers of New York come? When was this settlement made? How long did the government remain in the hands of the first settlers?

5. When, and under whose command was the first permanent settlement made by the French in North America?

6. By what authority and about what year was the oldest literary institution in America established? How did it get its name? Where is it located?

7. Between what colonies was the first Union established? In about what year? Why did not Rhode Island join this Union?

8. How did it happen that Rhode Island and Connecticut had each two capitals?

9. What was the Stamp Act? Navigation Act? What were Writs of Assistance?

10. Locate White Plains, Fort Edward, Presque Isle, Chad's Ford, York Town.

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## PHYSICS.

June, 1875.

1. A gun is fired on a vessel in distress; the report is heard on shore five seconds after the flash was seen; about how far out is the vessel?

2. How do clouds form, and what do they consist of?

3. How does dew form, and why is there less of it in cloudy weather?

4. What is snow? Distinguish between snow and ice.

5. Give a familiar instance of conduction of heat. Mention a bad conduction of heat and give any use to which it is put.

6. Explain why water is unfit to serve in a thermometer. Explain the terms Freezing and Boiling Points.

7. When the mercury of a thermometer stands 50° F., what temperature is this according to centigrade degree?

8. Show that a force may be converted into motion. Show that motion may be converted into heat.

9. When do objects become visible to us? Why do we not see objects inverted?

10. Give two principles of the electric telegraph.

11. When does an object appear colored? When white? Black?

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SPELLING.

June, 1875.

Wrench,	Missouri,
Squaring,	Counterbalance,
Believe,	Gayety,
Elegance,	Peaceable,
Temperance,	Accessible
Assertion,	Sponge,
Villain,	Delicate,
Secede,	Diligence,
Idolatry,	Vigilant,
Filial,	Cantos,
Physician,	Extravagant,
Architect,	Parody.
Helen.	

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GERMAN.—ENGLISH PUPILS.

June, 1875.

1. Beantworte auf deutsch: Wer war in die Blume gefroren? — Wer pflückte die Blume? — Was that das Kind mit dem kleinen Gast? — Was rief das Biendchen? — Was that es dann? — Wo blieb der Stachel? — Was lernte die Biene zu spät?



2. **Grammatik:** Give Present Tense of *pflücken*. — Also Future Tense of *lernen*. — Give feminine words of *Großvater*, *Dieser*, *Onkel*, *Onkel*, *Löwe*, *Engländer*. — Give an analysis of the following sentence, the same way you analyze in English grammar: „Endlich kam er auf den Einfall, kleine Steine in die Flasche zu werfen, und bald stieg das Wasser in der Flasche.“

3. **Beantworte auf deutsch:** Warum bist du in die Schule gegangen? — Wer ist auf der Straße gefallen? — Wohin sind Ihre Brüder gefahren? — Welches Schiff ist letzte Woche untergegangen? — Wohin war es gesegelt? — Wie viele Leute sind ertrunken? — Wo haben Sie diese Nachricht gelesen? — Warum lieben die Kinder den Schnee? — Wen haben die Deutschen im Jahre 1870 besiegt?

4. **Uebersetze:** Do you love your friends and hate your enemies? — The tea, that my mother bought on Vine street is very good, it is black tea. — My mother has been in the market, and there she bought some beef; she paid the butcher one dollar for it. My sister went with her, and bought butter, apples and vegetables, which were very good. — The elephant withdrew his trunk, and went to the watering place. — I lent Carl some money, but he returned it.

5. **Schreibe das Stück:** „Der Ruchud sprach mit einem Staar“ bis: „Ich muß dich doch noch etwas fragen.“

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#### GERMAN.—GERMAN PUPILS.

June, 1875.

1. **Aufsatz:** Die Fabel: „Der Hahn und der Fuchs.“ Sieh', daß die Satzzeichen richtig sind. Achte ferner darauf, daß deine Sätze in richtiger Verbindung mit einander stehen. — 12 Sätze mindestens.

2. **Grammatik:** 1) Wie bildet man die passive Form? Gib ein Beispiel. — 2) Gib zwei Sätze, welche relative Fürwörter haben. — 3) Wie viele Formen der Ausdrucksweise gibt es? Nenne dieselben. — 4) Gib einen Satz, der zwei Objecte hat. — 5) Woburch unterscheidet sich die starke von der schwachen Declination? — 6) Wende an, auf, hinter in Sätzen an.

3. **Uebersetze:** Knowledge is power. It is the philosopher's stone, the true secret, that turns every thing it touches into gold. — The old man listened with the meekness and modesty of a child, as if he were adding new information to the stores of his own mind. —

Many people have nothing to say of importance, because they know nothing of importance. — Every citizen in this country has a voice in the election of rulers. — This is the nearest way to town, it is much nearer than the old hill road.

4. Uebersetze: „O, Rabe, Du bist doch ein schöner Vogel! Dein Gefieder glänzt wie die Federn des Adlers. Wenn Deine Stimme auch so schön ist, so gehörst Du zu den schönsten Vögeln der Welt.“ Den Raben fiel das Lob und er fing an, seine Stimme hören zu lassen; als er aber den Schnabel aufthat, entfiel ihm der Käse. Der Fuchs sprang hinzu, schnappte ihn auf, verschlang ihn und lachte den thörichten Raben aus. — Traue nicht den Worten eines Schmeichlers! — In den meisten Fällen ist das, was der Schmeichler sagt, Unwahrheit.

5. Recht- und Schönschrift: Schreibe aus dem Gedächtniß die letzten drei Verse des Gedichtes „Erlkönig.“

### MUSIC.

FINAL EXAMINATION, June, 1875.

1. What is meant by the relative pitch of a sound? By the absolute pitch? Give the names of each.

2. What are the uses of a clef? Write the absolute and relative names of the tunes on the blackboard. The teacher will put one of the exercises accompanying this list on the blackboard.

3. How many and what are the uses of notes?

4. In vocal training what are the four fundamental principles?

5. The teacher will play or sing by word one of the accompanying exercises, then repeat it, singing two measures at a time, and the pupils will write the tune sung, determining for themselves the kind of measure, sounds of scale, &c.

6. Sing time lesson No. —. Give each division a different time lesson. (One trial.)

7. Sing one exercise by word. (One trial.)

8. Sing one exercise by syllable, one where there are no words. (One trial.)

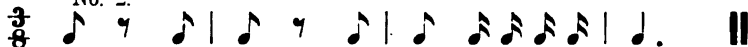
9. Sing Solfeggio, Vacation Song and Canon. Each division a different song.

10. Sing the scale and vocal exercises. Observe the position of the mouth, the way the sound is sustained, &c., &c.

## No. 1.



## No. 2.



## No. 3.



## No. 1.



Hap-py voi-ces all day long, Singing some sweet, cheerful song;



Thinking not of toil or care, Blithe and gay as birds in air.

## No. 2.

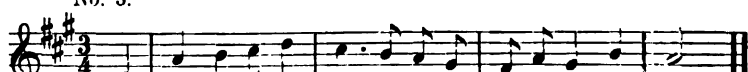


1. God is my all - suf - fi - cient good, My por - tion and my choice;
2. In vain the world ac-costs, my ear, And tempts my heart a - new;



In him my vast de - sires are fill'd, And all my powers re-joice,  
I cannot buy your bliss so dear, Nor part with heaven for you.

## No. 3.



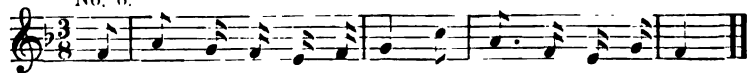
## No. 4.



## No. 5.



## No. 6.



# C GRAMMAR CLASS.

## ARITHMETIC.

June, 1875.

1. What are two numbers which have no common divisor said to be? Must a common divisor be a prime or composite number? Can the least common multiple of two or more numbers be a prime number?

2. What part of a hundred weight is thirteen pounds and four ounces?

3. Subtract  $\frac{7}{8}$  of  $1\frac{1}{2}$  from  $\frac{1}{2}$  of  $3\frac{1}{2}$ .

4. What is the difference between  $\frac{7}{8}$  of fifty pounds and  $1\frac{1}{2}$  of a hundred pounds?

5. In reducing a fraction to lower terms do you change the value of the fraction? Why?

6. What is the difference between 43 thousand, 4 hundred and 2 and 24 hundredths, and 36 thousand, 3 hundred and 76 and two ten-thousandths?

7. Simplify the following expressions:

$$\begin{array}{r} 7\frac{1}{2} \\ \hline 12.50 \end{array} \qquad \begin{array}{r} 3\frac{1}{2} \times 4\frac{1}{2} \\ \hline 16.3\frac{1}{2} \end{array} \qquad \begin{array}{r} 4.3 \div 21.50 \\ \hline \frac{7}{10} \text{ of } .75 \end{array}$$

8. If  $\frac{7}{8}$  of a bushel of oats cost  $\frac{7\frac{1}{2}}{50}$  of a dollar what will thirteen bushels cost?

9. What is the difference between thirty-three hundredths of a hundred weight and .05 of a ton?

10. If \$7 $\frac{1}{2}$  pay for 2 $\frac{3}{4}$  yards of cloth, how many yards can be bought for \$4 $\frac{1}{2}$ ?

## GRAMMAR.

June, 1875.

1. Write a sentence containing a verb which requires an object. Draw a line under the object and also under the verb.

2. Write sentences, closing each with a period, containing the words, *which*, *what*, *whom*, *where* and *when*.

3. "If my friend, whom I have been expecting so long, should call during my absence, please to ask him to remain until I return." What does the clause introduced by *whom* modify? What does "so long" modify? What does "until I return" modify?

4. Write one complete sentence in answering each of the following questions :

- (a) Why should dumb animals be treated with kindness?
- (b) Why should we love and respect our friends?
- (c) How should we treat those who abuse us?

5. "That river, on either bank was bordered for many miles by extensive forests, and the most luxuriant tropical plants and flowers." Change this sentence so as to make *plants and flowers* the subject.

6. Write two or three lines stating some facts that you have learned in the study of Physics.

7. Write two or three lines descriptive of the country through which the great South American rivers flow.

8. Write a letter to your teacher, stating in not more than five lines, where you would go, and *why*, if you were at liberty to take the journey you wish.

9. Write the following in prose :

#### THE STEAMBOAT.

"With clashing wheel and lifting keel,  
With smoking torch on high,  
Where winds are loud and billows reel,  
She thunders foaming by."

10. Also the following in prose :

"In slumbers of midnight the sailor-boy lay;  
His hammock swung loose, the sport of the wind;  
But watch-worn and weary, his cares flew away,  
And visions of happiness danced o'er his mind."

# GEOGRAPHY.

June, 1875.

1. Name and locate three of the principal cities of Russia.
2. About what is the latitude of St. Petersburg? Rio Janeiro? Cairo in Egypt? Cleveland? New Orleans?
3. Bound Italy and locate Naples.
4. From what countries does the Rhine derive its waters?
5. What countries of Europe and Asia are peninsulas?
6. Name the "Territories" of the United States.
7. Locate Manchester, Birmingham, Liverpool.
8. What are the three largest rivers of western Europe?
9. Name five principal cities in Massachusetts.
10. Where are the Hebrides? Where is Dublin?
11. Where is the Isle of Man? The Scilly Isles?
12. Mention five important articles exported from India.
13. Locate Calcutta, Bombay, Hong-Kong, Island of Sumatra.
14. What large lakes are connected with McKenzie River?

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# PHYSICS.

June, 1875.

1. What is meant by weight? In what direction does a plumb-line point? What is the use of plumb-lines?
2. Why do balloons rise in the air? Why does a stone sink in water? Why does it float on mercury or quicksilver?
3. How can you render a body electric? How many kinds of electricity are there, and what are their names?
4. Give a reason why lightning-rods protect buildings. Give an example of capillary attraction.
5. How can you tell whether a body is elastic? Show that air is elastic.
6. Explain why it is that a person in a horse-car moves forward when the car suddenly stops.

7. Why may a heavy stone be moved with a crow-bar ?  
What is a lever ?

8. What makes clocks go ? What makes them keep time ?

9. When you move the handle of a pump, what makes the water rise and finally flow out ?

10. Give some important law or statement about any peculiar quality that water and all other liquids have ?

# SPELLING.

June, 1875.

Capsized,	Siege,
Conscious,	Penetrate,
Bigotry,	Reverie,
Tongue,	Experience,
Ascending,	Edifice,
Illicit,	College,
Creaking,	Crystal,
Intelligence,	Annual,
Extravagant,	Stirred,
Epitaphs,	Mattress,
Ecstasy,	Contemptible,
Holiday,	Descendants,

Terraces.

# GERMAN.—ENGLISH PUPILS.

June, 1875.

1. Apply in German sentences: die armen Freunde, der armen Freunde, den armen Freunden, die armen Freunde. — Also: auf dem Markte, zu Hause, der fluge Knabe, gekauft.

2. GRAMMAR: Give Present Perfect Tense of *schiden*. — Also Future tense. — Give a synopsis of the verb *sein*, Indic. Mode. — Decline die gute Frau, singl. and plural.

3. Answer in complete German sentences: Hat dieses Mädchen keine Mutter ? — Haben Sie der alten Waschfrau die Seife gegeben ? — Wann wird dein Vater zu Hause sein ? — Wo hast du die Kuh gesehen ? — Wo hat der Amerikaner seine Tochter gelassen ? — Warum haben die Kinder nichts gegessen ?

3. TRANSLATE: Has the daughter of the queen been in Holland? — She will not hate you but love you. — Mary is getting very handsome, but not very amiable. — Our servant-girl bought a tough hen, bad vegetables and hard cheese. — A little bee had crept into a flower. — The little girl picked the flower.

5. TRANSLATE: Der kluge Staar kam endlich auf den Einfall, kleine Steine in die Flasche zu werfen, und bald stieg das Wasser in der Flasche so hoch, daß er es mit seinem Schnabel erreichen und seinen Durst löschen konnte.

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GERMAN.—GERMAN PUPILS.

June, 1875.

1. A u f s a t z: Ein Brief an deinen Bruder, in welchem du ihm die Geschichte von dem Holzhacker erzählst. Sage, welche Arbeit er verrichtete, daß ihm dabei die Axt in's Wasser fiel und was weiter geschah. (Mindestens 12 Sätze.)

2. G r a m m a t i k: 1) Schreibe den Satz „Das Kind sucht Beeren im Walde“ in allen Zeitformen, die du kennst. — 2) Gib die 4 Fälle von Ein- und Mehrzahl von: Das fleißige Mädchen, reines Wasser, ein wilder Löwe. — 3) Wende folgende Wörter in Sätzen an: ohne, diesseit, während. — 4) Was sind Bindewörter? — 5) Was ist ein Hauptsatz, was Nebensatz? Gib Beispiele. — 6) Nenne alle Haupt- und Nebenglieder des folgenden Satzes: „Die Strahlen der Sonne erweden im Frühlinge durch ihre Wärme in allen Pflanzen neues Leben.“ — 7) Nenne 6 Umstandswörter.

3. U e b e r s e t z e: The girl thus pointed out by the king, was a daughter of one of the laborers employed by the royal gardener; and she had come to help her father weed the flower-beds. It chanced that, like many of the poor people in Prussia, even in that day, she had received a good education. She was somewhat alarmed when she found herself in the king's presence, but was reassured when the king told her that he only wanted her to read for him, as his eyes were weak.

4. U e b e r s e t z e: Bald aber naht Frost und Sturm, und scheu verbirgt sich Mensch und Wurm. Das Körnlein kann ihm nicht entgehn, und muß in Wind und Wetter stehn. Doch schadet ihm kein Leid noch Weh; der Himmel deckt mit weichem Schnee der Erden Rindlein liebend zu; dann schlummert es in stiller Ruh. Bald fliehet des Winters trübe Nacht; die Lerche singt, das Korn erwacht; der Lenz heißt Bäum' und Wiesen blühen und schmückt das Feld mit frischem Grün.

5. R e c h t - u n d S c h ö n s c h r i f t: Schreibe aus dem Gedächtniß: „Frühlings Anfang,“ 3 Verse.



## MUSIC.

## FINAL EXAMINATION, June, 1875.

1. The teacher will sing, without beating time, one of the time lessons accompanying this list, (two measures at a time,) and the pupils will write the notes representing the sounds sung, or making the bars in the right places.

2. The teacher will sing slowly one of the accompanying exercises by word, and the pupils write the notes, as she sings, representing the sounds sung. Give them the signature of the Key of D.

3. The teacher will sing by note the first eight measures of one of the exercises; then repeat, singing two measures at a time, the pupils writing from memory the tune sung.

4. Sing time lesson No. —. Give each division a different time lesson. (One trial.)

5. Sing one exercise by word. (One trial.)

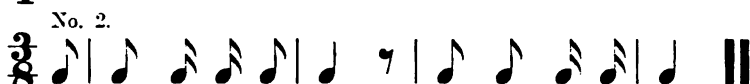
6. Sing one exercise, where there are no words, by syllable. (One trial.)

7. Sing the last two songs that were given to the grade, both parts.

8. Give vocal exercises and judge of the position of the mouth, the sustained sound, change of position, &c.

9. What makes the measures? How long are the sounds represented by an eighth note a dotted quarter note when the lower figure is 8?

10. How many and what are the uses of notes? Examine in small classes. Preserve a record of each point.



Children of the heav'nly King, As ye jour-ney sweetly sing;



Sing your Savior's wor - thy praise, Glorious in His works and ways.



O, for a heart to praise my God, A heart from sin set free, A



heart that al - ways feels thy blood, So free - ly shed for me.



## D GRAMMAR CLASS.

## ARITHMETIC.

June, 1875.

1. What is meant by the greatest common divisor of two or more numbers? Must it be a prime number?

2. What is meant by the least common multiple of two or more numbers? Must it be a prime number or a composite number?

3. Find the greatest common divisor of 323 and 1,700; 815 and 17,962; 19,776 and 5,562.

4. How many cords of wood in three piles, one of which has  $\frac{2}{3}$  cords, another  $\frac{1}{3}$  and the other has  $\frac{1}{3}$  cords?

5. I had a half pound of candy for a party; mother gave me  $\frac{1}{2}$  pound, sister gave me  $\frac{1}{4}$  pound, father gave me  $\frac{1}{4}$  pound and my little cousin  $\frac{1}{8}$  pound; how much did I then have for my party?

6. If you multiply the numerator of a fraction by 2 what effect will it have upon the value of the fraction? Why? If you multiply the denominator by 2 what effect will it have upon the value of the fraction? Why?

7. A person walks 500 miles in 16 days of nine hours each; what is his average rate per hour?

8. Add together the following numbers:

$$\$875 + \$6\frac{1}{2} + \$500 + \$435 + \$4 + \$95\frac{1}{2} + \$89.175 + \$5.62\frac{1}{2} + \$0.05.$$

9. Find  $\frac{1}{3}$  of 98,467. Prove the result.

10. James had  $\$47\frac{1}{2}$ , and Joseph as many lacking  $8\frac{1}{2}$ , and Weston as many as both James and Joseph; how many dollars had Weston?

## GRAMMAR.

June, 1875.

1. Write one full sentence in answering each of the following questions:

(a) What has caused the rapid growth of Cleveland?

(b) How do the mountains in the western part of our country compare with those in the eastern part ?

(c) Why should we love and respect our friends ?

(d) How should we treat persons who abuse us ?

2. Write a letter of three or four lines to your teacher stating where you would go, and *why*, if you were permitted to spend your vacation where you wish.

3. Write a sentence requiring quotation marks.

4. Write three or four lines descriptive of the climate and productions of the Southern states.

5. A sentence containing the word *ice*, telling *when*, *where* and *why* it is used.

6. Write three or four lines stating several facts that you have learned in the study of Botany.

7. Write five sentences using the plural of *his*, *him*, *it*, *valley*, *shelf*.

8. Relate in five or six lines the story of Major Wainwright and the prisoners.

9. State in two or three lines how Roger Sherman came to have so much influence over others.

10. What does the following verse mean ? Write it in prose, (our own language :)

“ All that other folk can do,  
Why, with patience, should not you ?  
Only keep this rule in view—  
Try, Try Again.”

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## GEOGRAPHY.

June, 1875.

1. Name three principal ports of New England.

2. Bound the State of New Jersey. What fact makes its gardening interest so valuable ?

3. What are the six most abundant minerals in the United States and where are they produced ?

E

4. Which are the leading exports of the United States, and in what States are they produced ?
5. Name the States which lie wholly or in part on the western bank of the Mississippi, and also the States and Territories which lie next west of them.
6. What is the general direction of the rivers in the eastern part of the middle Atlantic States ? In the western part ? What causes the difference of direction ?
7. Locate Buffalo, Savannah, Milwaukee, Memphis, Atlanta.
8. In what Territory does the Yellowstone river rise, in what direction does it flow, and into what does it flow ?
9. Mention two ways in which we may travel to San Francisco.
10. Describe the route by which a boat-load of grain would go from Chicago to New York.

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### BOTANY.

June, 1875.

1. Of what use is the root to the plant? Draw figures of a tap and of a fibrous root.
2. Give the parts of a stem. Draw a cross section (*explain the term*) of some common woody plant, showing the position of the parts.
3. Name four terms which apply to margins of leaves and draw examples.
4. Why do plants need water? What is the effect of darkness upon plants?
5. Give a complete schedule of a maple leaf.
6. At what time are buds formed upon our trees and bushes?
7. How are the leaves of the elm arranged upon the stem? (*Have a branch in the room.*)
8. I am thinking of a plant having a round woody stem, broad dentate, sometimes serrate pointed leaves, feather veined,

with a large, stout mid-vein, its leaves of a dark, glossy green above, and a lighter green below. The leaves have petioles and are opposite upon the stem. Its drooping flowers are at the axils of the leaves on long flower stalks, the calyx white or colored, thick and waxy, separating into four divisions. The corolla is composed of four petals, thick and velvety. It has eight stamens, one pistil, with a very long and drooping style. What is it?

9. Describe the flower you have as to size, color, parts, number of parts. -

10. What are the principal uses of plants?

*Please have each child bring a flower on the day of examination. Exchange these and give each child a flower to describe.*

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### SPELLING.

June, 1875.

Reverence,	Balancing,	Lilies,
Abhorred,	Geniuses,	Irresistible,
Acquaintance,	Transcendent,	Reverie,
Expense,	Intelligence,	Villain,
Syllables,	Parricide,	College,
Vengeance,	Myriads,	Vegetable,
Happily,	Resistance,	Necessary,
Conceived,	Receptacles,	Leisurely.

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### GERMAN—ENGLISH PUPILS.

June, 1875.

1. Apply in German sentences: Der Liebling, die Zeitung, die Kälte; also: früher, streng, beschäftigt. Write out all the forms of ich bin gewesen, ich hatte gelobt.

2. Give Genitive and Accusative of der gute Wein, frisches Wasser, dieser kleine Knabe, ein kleiner Knabe. When is the Accusative like the Nominative? When not?

3. TRANSLATE: It has rained all night. — Henry, where were you this morning? — Have some patience with Julius, Mr. Krug; he has no lesson, because he was very unwell yesterday. — Mr. Lincoln was as good as he was great. — We want a pound of sugar, six pounds of coffee and two dozen knives and forks. — We owe obedience to our parents and teachers.

4. Answer in complete German sentences: Was hast du da, Adolph? — Was suchen Sie? — Warum versuchen Sie diesen Braten nicht? — Was holte die Magd? — Wer hat dieses Haus gebaut? — Wann gehst du nach Remburg, Robert?

5. TRANSLATE: Die Menschen haben zwei Augen, zwei Ohren, aber nur einen Mund. — Singvögel sind sehr klein und Raubvögel sind sehr groß. — Meine Schwester war in der Schule; ich war zu Hause, weil ich sehr krank war.

# GERMAN—GERMAN PUPILS.

June, 1875.

1. *Aufsaß*: 12 Sätze über Insekten, z. B. Spinnen und Fliegen. — Unterschied zwischen Insekten und Vögeln. Blut. — Körper, wie gegliedert. — Fresswerkzeuge. — Bedeckung. — Flügel, Zahl und Beschaffenheit derselben. — Sie leben 1) wann? 2) wo? — Was wird aus ihnen im Herbst. — Nenne mindestens 6 Insekten. — Wie vertreibt man sie?

2. *Grammatik*: 1) Aus welchen Wörtern kann das Subject bestehen? Aus welchen das Prädikat? Gib ein Beispiel für jeden Fall. 2) Gib die 4 Fälle der Ein- und Mehrzahl von: der Fuchs, der Soldat, die Flasche. — 3) Nenne die Hauptzeitformen; setze das Wort gehen in die 3 Hauptzeiten. — 4) Wie setzt man Hauptwörter zusammen? Beispiele. — 5) Welche Wörter sind biegsam? — 6) Was ist ein Satz? 7) Was sind Fürwörter, Eigenschaftswörter?

3. *Uebersetze*: On waking in the morning, Henry found that a deep snow had fallen, and the cold wind was blowing furiously. — The spider turned him round about and went into his den. — In the day-time, they shot such game as came in their way for food, and at night, they kindled a fire by which they slept. — Come down from that high perch, so that I may see you closer, and admire your beautiful feathers. — How dry is this bread and how tough is this meat!

4. Uebersetze: Till Eulenspiegel zog einmal mit Andern über Berg und Thal. So oft, als sie zu einem Berge kamen, ging Till an seinem Wanderstab den Berg ganz sacht und ganz betrübt hinab; allein, wenn sie berganwärts stiegen, war Eulenspiegel voll Vergnügens. „Wenn ich den Berg hinunter gehe, so denk ich Narr schon an die Höhe, die folgen wird, und da vergeht mir dann der Scherz. Allein, wenn ich bergaufwärts gehe, so denk ich an das Thal, das folgt, und faß ein Herz.“

5. Recht- und Schönschrift: Schreibe aus dem Gedächtniß: „Saß ein Fischer an dem Bach“ — — — bis „hier hilft kein Belagen.“

### MUSIC.

FINAL EXAMINATION, June, 1875.

1. The teacher will sing, without beating time, one of the time lessons accompanying this list, (two measures at a time,) and the pupils will write the notes representing the sounds sung or making the bars in the right places.

2. The teacher will sing slowly one of the accompanying exercises by word, and the pupils write the notes, as she sings, representing the sounds sung. Give them the signature of the Key of D.

3. The teacher will sing by note the first eight measures of one of the exercises; then repeat, singing two measures at a time, the pupils writing from memory the tune sung.

4. Sing time lesson No. ——. Give each division a different time lesson. (One trial.)

5. Sing one exercise by word. (One trial.)

6. Sing one exercise, where there are no words, by syllable. (One trial.)

7. Sing the last two songs that were given to the grade, both parts.

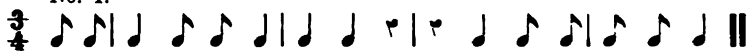
8. Give vocal exercises, and judge of the position of the mouth, the sustained sound, change of position, &c.

9. What makes the measures? How long are the sounds represented by an eighth note a dotted quarter note when the lower figure is 8?

10. How many and what are the uses of notes? Examine in small classes. Preserve a record of each point.



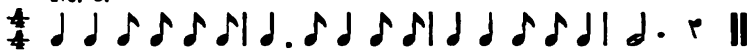
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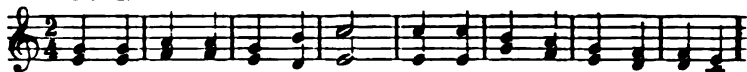
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No. 1.



In the morning when I rise, Up to heav'n I raise my eyes;



Thanking God for mer-cies past, Guard and keep me to the last.

No. 2.



If we strive 'tis no dia-grace, Tho' we may not win the race.

No. 3.



Heav'nly Fath-er, grant thy blessing On the teachings of this day:



May we all thy love pos-sess-ing, Still press on in wisdom's way.

No. 4.



No. 5.



No. 6.



# PRIMARY SCHOOLS.

## CLASS A. ARITHMETIC.

June, 1875.

1. By the census of 1870, the population of New York was 912,292; Philadelphia, 674,022; Brooklyn, 396,099; St. Louis, 310,864; Chicago, 298,977; Baltimore, 267,354; Boston, 250,526; Cincinnati, 216,239; New Orleans, 191,418; San Francisco, 149,473; what was the population of these ten cities?

2. How many more people were there in New York than in St. Louis and Chicago both?

3. From three million, sixty-five thousand and three, take six hundred and thirty-eight thousand and nineteen.

4. How much more is four hundred and fifty-six times eight thousand six hundred and forty-five, than 94 times 32,687?

5. How much is 4687 multiplied by 68 and the product divided by 9?

6. How much more will be the cost of 74 horses at \$225 each, and 86 houses at \$865 each, than 97 acres of land at \$575 an acre?

7. If six persons receive for a yearly salary \$3552, what would thirteen persons receive at the same rate?

8. What would it cost to build 324 feet of fence at 96 cents a yard?

9. What is the multiplicand? What is the minuend?

10. How do you prove addition? How do you prove subtraction?

## LANGUAGE.

June, 1875.

1. Write one full sentence in answering each of the following questions :

- (a) Why do plants have roots ?
- (b) How should we treat persons who abuse us ?
- (c) Why should we love and respect our friends ?

2. Write a sentence naming several articles that are manufactured in Cleveland.

3. Another about the mountains in the western part of our country. Change to a question.

4. Write a sentence which requires the use of quotation marks. What time does the first action word in your answer denote ?

5. Write six or eight lines about the "lost child," stating how he came to be lost, the search, and his return to his parents.

6. What does the Golden Rule require us to do ?

7. What would become of the poor if the Golden Rule were observed by everybody ?

8. What is meant by "Where there's a will there's a way ?"

9. Write a letter of three or four lines to your teacher, telling her where you would like to spend your summer vacation, and why.

10. What does the following mean ? Write it in prose (your own language).

"Tis a lesson you should heed —

Try, try again ;

If at first you don't succeed,

Try, try again."

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## GEOGRAPHY.

June, 1875.

1. What is a strait ?

2. What is an isthmus ?

3. What is a cape ?

4. Which part of a map represents the South ? Which part represents the West ?
5. Name the New England states and their capitals.
6. Name the Middle Atlantic states, and a river of each, if it have one.
7. What are three or four principal productions of the Southern states ?
8. What territory lies next west of Minnesota ?
9. What territory lies between Texas and Kansas ?
10. Where is St. Louis ? Philadelphia ?
11. Name two large cities in England, one in Ireland, and one in Scotland.
12. Which is the most mountainous country of Europe ? Which is the most level ?
13. Name two peninsulas in the south of Europe.
14. To what government in Europe does Australia belong ? Which part is most inhabited ? What is the principal business of the people ?
15. What zone do you live in ? What zone lies south of it ? North of it ?
16. Name four large cities of Asia, and state what countries they are in.
17. What kind of a country is Arabia ? Who live there ? How do they live ?
18. What countries lie on the eastern side of Europe ?
19. What is the most northern cape of South America ? The most eastern ? The most western ? The most southern ?
20. Name the principal mountains of North America. South America. Asia.

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SPELLING.

June, 1875.

Business,  
Ecstasy,

Properly,  
Peaceably,

Breathe,	Eminence,
Excellent,	Recollect,
Piercing,	Holiday,
Guidance,	Perseverance,
Species,	Proceed,
Scholar,	Bruises,
Diligent,	Chimneys,
Conscience,	Produce,
Delicate,	Grieved,
Venerable,	Diamonds.
Busy,	

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GERMAN.—ENGLISH PUPILS.

June, 1875.

1. HOW IS THE POSSESSIVE CASE named in German? Form it of the following words: Muth, Stärke, Fleiß, Feind, Thurm.

Apply in German sentences: frühstücken, öffnen, reinigen, suchen, brauchen.

2. GIVE TWO WAYS FOR FORMING the plural of nouns, two examples of each. — Write out all the forms of: ich liebe, ich bin.

3. TRANSLATE: Johnny, where are you? what are you doing? — The doctor attends our father every day. — What kind of a tree is this? — Horses and dogs are useful, they are domestic animals. — Some rivers in America are very large. — Our valley is very fertile. — The leaves of this book are torn.

4. ANSWER IN GERMAN SENTENCES: Wer sind diese Herren? — Was verkaufen diese Frauen? — Wie alt bist du? — Friedrich, was machst du? — Warum bellen die Hunde? — Wann ist dein Geburtstag? — Wo gehst du hin?

5. TRANSLATE: Der Löwe ist der König der Thiere. — St. Petersburg ist eine sehr schöne Stadt. — Die Tage sind im Sommer ziemlich lang. — Diese Vögel wegen ihre Schnäbel; es sind Rothkehlchen. — Begleitest du Herrn Day nach Washington?

GERMAN.—GERMAN PUPILS.

June, 1875.

1. *Aufsatz*: 10 Sätze über das Schaf. 1. Welche Form hat der Kopf des Schafes? 2. Wie sind die Klauen? wie die Beine? 3. Womit ist der Körper bedeckt? 4. Welche Eigenschaften legt man dem Schafe bei? oder was sagt man von ihm? 5. Was frisst das Schaf? was leckt es gerne? 6. Wohin treibt man die Heerde? 7. Was macht man aus seiner Wolle? 8. Wozu benutzt man seine Haut? sein Fett? 9. Wie heißt das junge Schaf? 10. In welcher Jahreszeit scheert man die Schafe und warum?

2. *Sprache*: Gib 4 Dingwörter, 4 Eigenschaftswörter, 4 Zeitwörter, 4 Fürwörter.

Gib die Mehrzahl von Löffel, Stiefel, Roß, Pfad, Bank, Kopf, Bild, Grab, Löwe, Nachbar, Himmel, Gärtner.

Wann setzt man einen Punkt? wann einen Doppelpunkt?

Welche Wörter schreibt man mit großen Anfangsbuchstaben?

Beantworte: Wohin fließt das Wasser? Wohin bringt man die Todten? Wo steht die Lehrerin? Wo essen wir zu Mittag?

3. *Uebersetze*: A mouse came out of its hole one day and saw a trap standing in the corner. It knew that this was a trap, but it could not resist and crept in, to smell a little at the bacon. The mouse knew that if it would touch the bacon, the trap would upset and kill it. So it carefully avoided to touch the bacon. But at last its appetite became so great that it forgot the danger, touched the bacon and was caught. (Der Lehrer bestimme nicht allzusehr auf wörtliches Uebersetzen.)

4. *Schreibe aus dem Gedächtniß*: zwei Verse des Gedichtes: „Vom Bäumlein, das andere Blätter hat gewollt,“ oder einen Vers aus der traurigen Geschichte vom dummen Häschen.

5. *Schönschrift*: Schreibe 6 mal schön und sauber: „Das Antlitz ist der Seele Bild.“

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MUSIC.

FINAL EXAMINATION, June, 1875.

1. The teacher will sing, without beating time, one of the time lessons accompanying this, two measures at a time, and the pupils will write the notes representing the sounds sung.

2. The teacher will sing one of the exercises slowly and the pupils write the notes, as she sings, representing the sounds of the scale sung.

3. The teacher will sing by word the first eight measures of one of the exercises, then repeat, two measures at a time, the pupils writing the tune sung, deciding for themselves the kind of measure, the sounds of the scale and the kind of notes.

4. What is accent? What are measures? What is a part of a measure? Where are one and eight represented in the following? (The teacher will place the signatures of the Keys of A, E flat and B flat upon the blackboard.)

5. What are the names of the notes and rests on the blackboard? (Put all the notes and rests on.) What are notes used for?

6. Sing time lesson No. ——. Give each division a different exercise. (One trial.)

7. Sing one exercise by word. (One trial.)

8. Sing one of the exercises, without words, by syllable. (One trial.)

9. Sing some song learned during the year, both parts.

10. Give vocal exercise and judge of the position of the mouth, sustained sound, &c., &c.

Examine in small sections, that every pupil's voice may be heard.

Keep a record of each of these points beside the report you make.

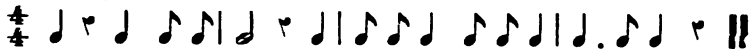
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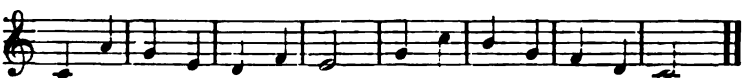
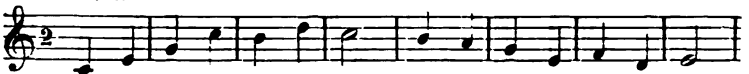
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## B PRIMARY CLASS.

## ARITHMETIC.

June, 1875.

1. Add 25674, 9006, 450, 9, 101090, 16016, 200002, 988, 7654. *Give this example orally. Read it twice.*
2. Add 357, 459, 982, 875, 306, 584, 682, 799, 438, 127, 388, 276, 981.
3. Which of the 2s in 4225 has the greater value, and why? Write seven times five are thirty-five, using figures and signs.
4. From 825 take 483, and explain each step of the process.
5. Write in Roman letters 99, 152, 196.
6. Multiply 68497 by 9; 40839 by 7.
7. From 24006 take 9327. From 52364 take 7485.
8. A drover bought 8 cows at \$28 each and 5 cows at \$37 each. How much did they all cost him?
9. Add 45, 99, 63, 28, 94, 38, 57, 67, 49, 26. *Give pupils one minute to add after they have it written.*
10. Write the times table of 8s in one minute.

## LANGUAGE.

June, 1875.

1. Write a question sentence, containing the sign of possession.
2. Write a sentence containing quotation marks.
3. *Give each child a flower of some kind, it is not necessary they should all be the same. Tell him its name. Ask each child to describe his own as to its size, color, parts and number of parts.*
4. Tell anything you know about a plant. Make drawings of any parts you can. (*Accept not less than fifty words nor fewer than two drawings.*)

## GEOGRAPHY.

June, 1875.

1. Draw a map of the school-yard and adjoining streets.
2. In the map of the yard draw an outline of the school building, and locate the door at which you come in.

3. What direction from your desk is the teacher's platform?

4. If you were out doors, in a clear night, how could you tell what direction south was?

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SPELLING.

June, 1875.

Elephant,	Colors,	Differences,
Murmur,	Stalk,	Limbs,
Shoulders,	Daisy,	Courage,
Mischief,	Cheerfully,	Believe,
Idleness,	Thousand,	Brilliant,
Really,	Rejoice,	Erie,
Blossom,	Smiling,	Merrily,
Naughty,	Conscience,	Wednesday,
Oranges,	Grief,	February,
Neighbor,	Brought,	Ninety-six.

Separate *really* into its syllables. What group of letters gives the sound *awt* in *naughty*? What group gives the same sound in *brought*? Write four words, each containing a different sound of *a*, and mark the letters so as to denote the sound. What is the usual effect of a silent *e* at the end of a word?

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PRONUNCIATION.

June, 1875.

Recess,	Half,	Toward,
Because,	Hundred,	Cheerful,
Children,	Eleven,	Get,
Little.		

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GERMAN.—ENGLISH PUPILS.

June, 1875.

1. USE IN GERMAN SENTENCES: *scharf*, *reich*, *arm*, *treu*, *müde*, *franz.*

2. ANSWER IN GERMAN: *Ist dieser Herr dein Arzt?* — *Emilie, wo bist du?* — *Wo ist dein Buch?* — *Warum weint ihr?* — *Wer ist da?* — *Was sagt die Mutter?* — *Wann kommst du zu mir?*

3. WRITE IN GERMAN: I praise, you praise, he praises, we praise, you praise, they praise. — *Tell what words are spelled with capital letters in German that are spelled with small letters in English.* — Which persons are addressed by Sie in German?

4. TRANSLATE: We are happy, we are not sad. — Thy sister studies, that boy plays.—Where do you live, Mr. James?—There is our house; is the door shut or open? — Good morning, Mr. Rickoff, I hear you are unwell?—Where is my aunt? She is not here; she is at home.

5. TRANSLATE: Der Bäcker kauft Mehl und verkauft Brod. — Diese Blume ist nicht für Louise; sie ist zu unartig. — Wir sind nicht reich; aber Onkel Carl ist sehr reich; sein Geschäft ist sehr blühend. — Sind diese Herren Kaufleute? — Hast du schon gegessen?

#### GERMAN.—GERMAN PUPILS.

June, 1875.

1. Aufsatz: 10 Sätze über das Apfelbäumchen. 1. Was geschieht, wenn man im Herbst Äpfelkerne in die Erde legt? 2. Wie groß werden die Pflänzchen im ersten Jahr? 3. Was muß man thun, damit das Bäumchen Früchte trägt? 4. Warum bindet man das Bäumchen an einen Pfahl? 5. Nenne alle Theile des Apfelbaumes. 6. Wie alt wird das Apfelbäumchen, ehe es Obst trägt? 7. Wann blüht es und wann werden die Äpfel reif? 8. Woran sieht man, daß die Äpfel reif sind? 9. Wie lange kann man die Äpfel aufbewahren? 10. Wozu benutzt die Mutter die Äpfel in der Küche?

2. Sprache: Gib die Mehrzahl von: Esel, Pferd, Ziege, Huhn, Vogel.

Beantworte: Wohin fliegt der Vogel? Wo sitzt er aber?

Mache folgende Sätze ganz: Im Garten giebt es—und—Wege. Die Kreide ist ein—Stein und kommt aus — —. Nach einiger Zeit sah Wilhelm—Vater wieder bei—Bäumchen.

Sage von folgenden Dingen, wo sie wachsen: Kartoffel, Korn, Rohl, Lanne, Moos, Gras, Weinstock.

3. Uebersetzung: A farmer went with his son Tom out into the fields one morning. He wished to see whether the wheat was ripe. They saw some ears bow low down to the ground, others standing up straight. "Why is it," said Tom, "that these carry their heads so straight? Are they better than the others?" The father picked a few of the straight ones, opened them, and Tom saw they were empty. (Der Lehrer bestimme nicht auf wörtliche Uebersetzung, sondern begnüge sich mit einer freien „Uebertragung.“)

4. Schreibe aus dem Gedächtniß: zwei Verse des Gedichtes: „Hund und Kage,“ oder zwei Verse des Gedichtes: „Das Kind und sein Blümchen,“ oder zwei Verse des Gedichtes: „Der Ackerzmann und die Krähe,“ oder drei Verse des Gedichtes: „Der gute Mäher.“

5. Schönschrift: Schreibe 6 mal schön und sauber: Nach guten Kirschen steigt man hoch.

## MUSIC.

FINAL EXAMINATION, June, 1875.

1. The teacher will sing, without beating time, one of the time lessons accompanying these questions, two measures at a time, and pupils will write the notes representing the sounds sung.

2. The teacher will sing one of the exercises slowly, and the pupils write the notes, as she sings, representing the sounds of the scale.

3. The teacher will sing by word the first eight measures of one of the exercises, then repeat, two measures at a time, the pupils writing correctly the tune sung, determining for themselves the kind of measure, the sounds of the scale, and the notes to use.

4. What is accent? What are measures? What is a part of a measure? Where are one and eight represented in the following? (Teacher will place the signature of the Keys of E, A flat and A upon the board.)

5. What are the names of the notes and rests on the blackboard? (Put all the notes and rests on.)

What are notes used for?

6. Sing time lesson No. —. Give each division a different time lesson. (One trial.)

7. Sing one exercise by word. (One trial.)

8. Sing one of the exercises, without words, by syllable. (One trial.)

9. Sing two parts of some song learned during the year.

10. Sing the scale. Judge of the position of the mouth, sustained sound, &c., &c.

No. 1.



No. 2.



No. 3.



No. 1.



Love one an - oth - er, sis - ter and broth - er,



Not ver - y long in this world you can stay.

No. 2.



No. 3.



Soft-ly now the light of day, Fades up-on my sight a - way;



Free from care, from la - bor free, Lord, I would commune with thee.

No. 4.



No. 5.



No. 6.



## C PRIMARY CLASS.

### ARITHMETIC.

June, 1875.

1. *Give this example orally, pupils writing the results.* 3 and 5 and 8 and 6 are how many? 9 and 9 and 4 are how many? 25 less 9 are how many? 30 less 8 are how many? 15 and 7 are how many?
2. Give two ways of making 23 by adding two numbers.
3. Give two ways of making 12 by subtracting one number from another.
4. Three 7s are how many? Six 4s are how many?
5. How many 6s in 30? How many 4s in 28?
6. Write the figures for XXIX, XVII, XXV.
7. Write the Roman letters for 16, 22, 28.
8. Add 7 and 9, and tell how you do it.
9. From 15 take away 8, and tell how you do it.
10. James paid 12 cents for a slate and 5 cents for a writing book, how much did he pay for both?

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### LANGUAGE.

June, 1875.

1. *Dictate:* May George and I go home at recess?
2. What is your name?  
Upon what street do you live?  
To what school do you go?  
*Require complete sentences in answer to these questions.*
3. *Give each child a leaf. It is not essential that all be the same kind. Tell him its name.* Ask each child to describe his own as to size, color, form, edge, parts and veins.
4. Make a sentence containing the following words: eggs, trees, birds.

## SPELLING.

June, 1875.

Innocent,	Clothes,	Peter,
Hollow,	Eye,	Children,
Hatched,	Claws,	Thought,
Whisper,	Teaches,	Taught,
Right,	Which,	School,
Prayer,	Heart,	Wednesday,
Sparrow,	Field,	February,
Fields,	Daisies,	June,
Stiff,	Might,	Eighteen,
Any,	Blew,	Thirty.

Write another word which is pronounced the same as *eye*. What group of letters in *right* is pronounced *ite*? What sound has *c* in innocent? (*Give orally.*) Add a letter to the word *can* which shall make it cane? Take a letter away from *fate* which shall leave it *fat*.

## MUSIC.

FINAL EXAMINATION, June, 1875.

1. Sing the scale. Sing by syllable, one, three, five, eight, six, four, two, three, one, six, four, two, seven, eight. Same sounds by word, using the following, viz :

“In the morning when I rise,  
Up to Heaven I raise my eyes.”

2. Sing one time lesson, accompanying this. Give each division a different exercise.

3. Sing one exercise by word. (One trial.)

4. Sing one of the exercises, without words, by syllable. (One trial.)

5. Give a scale exercise and judge of the position of the mouth for the different vowels, the sustained sound, change of position, &c.

6. Sing tune "America Forever," and some other songs.
7. Sing exercises in two, three and four part measure without beating time, and pupils tell what kind of measure.
8. What are the names of the notes and rests on the black-board? Teacher will make the notes on the board. For what are notes used?
9. Teacher will sing by word the first eight measures of one of the exercises, and pupils write the notes on the slate or paper.
10. What sounds are on lines if one is on a line? On spaces if two is?

Examine in small classes.

Preserve a record of each point.



## No. 1.



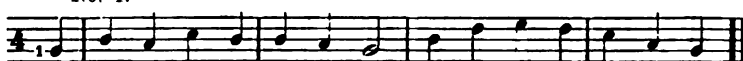
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## No. 3.



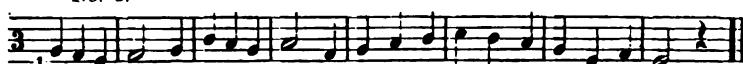
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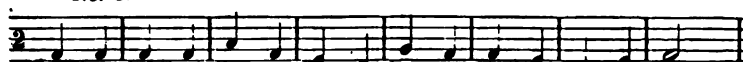
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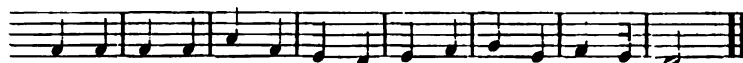
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## No. 5.

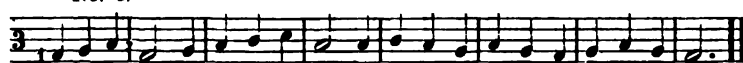


Did we know the cares and crosses, Crowding round our neighbor's way,



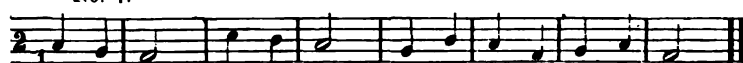
Would we then so oft - en chide him For his lack of thrift and gain.

## No. 6.



Over and Over turn the bright clover, Load on the wagon and haul it away.

## No. 7.



Bright spring day, skip and play, Lit - tle light feet all the day.

D PRIMARY CLASS.

MUSIC.

FINAL EXAMINATION, June, 1875.

1. Sing the scale ascending and descending. Sing by word one, two, three, one, three, four, five, three, one, four, three, one, two, three, one.

“ In your play be very careful  
Not to give each other pain.”

2. Beat time and count. Teacher will give the tempo and see whether the beating, the accent, the tempo, &c., are correct.

3. Beat time and sing short sounds, long, rest the second part of measure, &c.

4. What else besides the teacher tells you the kind of sounds to sing? Give them the time lessons accompanying this, each division one exercise.

5. Point for them to read, representing one by different lines and spaces, and examine whether they know that one, three, &c., go together.

6. Sing by word the exercises accompanying this; each division one exercise.

7. Sing an exercise by syllable.

8. Examine whether the position of the mouth for E O and Ah is correct; also whether the sound is well sustained.

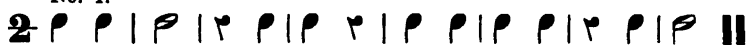
9. Teacher will sing (as in question one) and the pupils name the sounds.

10. See whether they understand what a bar, staff, and the various marks and characters are.

Examine in small classes.

Preserve record of standing in each point.

## No. 1.



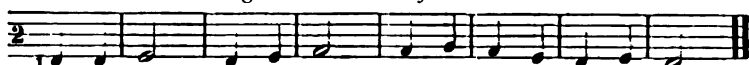
## No. 2.



## No. 3.



## No. 1. Combining time and sounds of the scale.



## No. 2.



## No. 3.

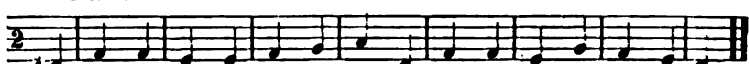


## No. 4.



Sit up straight with fac-es bright, Try to learn with all your might.

## No. 5.



We love the pure, the goood, the right, Bad tho'ts, bad deeds we'll surely fight.

## No. 6.



Always kind to fath-er, moth-er, Nev - er rude to sis - ter, brother.

## No. 7.



## No. 8.



# Manual of the Schools.



# RULES

## FOR THE

### GOVERNMENT OF THE SCHOOLS.

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#### GENERAL RULES.

1. **SCHOOL TERMS.**—The First Term of the school year commences on the first Monday of September, and ends on the Friday preceding Christmas. The Second Term commences on the first Monday of January and continues twelve weeks. The Third Term commences after a vacation of two weeks, and continues eleven or twelve weeks, as may be necessary to complete a school year of forty weeks.

2. **SCHOOL HOURS.**—The hours of daily session of the schools shall be from 9 o'clock A. M. to 12 M., with a recess of fifteen minutes; and from 2 to 4 o'clock P. M.

3. **HOLIDAYS.**—The annual Thanksgiving Day with the following Friday, and Washington's Birthday, shall be the established holidays of the schools.

4. **DISMISSION.**—No dismissions of the school at other times than are or may be hereafter provided for by the Board of Education shall be permitted, on any pretext whatsoever, except on the written order of the Superintendent, given for causes concerning the best interests of the school or schools dismissed.

5. **DISMISSAL OF CARD AND PRIMER CLASSES, ETC.**—The Card and Primer Classes in the Primary Schools, and all First

Reader Classes whose average age is eight years or less, may be dismissed at recess in the morning, provided that no pupil shall be thus dismissed against the wishes of its parents.

6. ANNUAL EXAMINATION.—The Annual Examination of all the Public Schools shall be held at the close of the last term of each year, under the direction of the Board or the Superintendent.

7. SCHOOL BUILDINGS AND PREMISES.—No Public School building or premises shall be rented, or permitted to be occupied or used for any other purpose whatsoever than for Public Schools, except by special consent of the Board.

8. TEXT BOOKS TO BE UNIFORM.—The studies prescribed and the text-books used shall be such only as may be prescribed by the Board of Education. Each scholar shall be provided with the required books, or, after due notice to the parents, BE DENIED THE PRIVILEGE OF ATTENDANCE.

9. THE CLERK MAY PROVIDE INDIGENT PUPILS WITH BOOKS.—When parents are unable to furnish the necessary books, notice of the fact, with a list of those needed may be sent to the Clerk of the Board, who may then provide the same at the expense of the city, according to the rules governing the purchase and distribution of other supplies. All books thus furnished by the Clerk shall be entered on the first page of the register, numbered, and loaned to the scholar till the close of the term, and it shall be the duty of the teacher to report monthly, the number of each kind of book thus furnished up to date; and at the close of each term to collect and deposit the same with the Principal of the School.

10. CHANGE OF TEXT BOOKS.—Whenever any new text-book is adopted by the Board to the exclusion of another already in use, it shall be obligatory on the publisher, or his agent, to exchange the former for the latter, for the period of two months, without cost to those pupils who have been provided with the

latter ; and it shall be the duty of the Superintendent and the Principals to see that this condition is fulfilled.

11. The Superintendent is authorized to temporarily transfer the pupils of classes composed of less than five in number, to such other school as shall be deemed by him for the best interest of both of them, provided that no such transfer be made that shall in any way diminish the grade and efficiency of said school, and the Board shall provide for the transportation of such scholars from school to school, at the Board's expense.

12. Each of the school buildings shall be known to the Board only by the name of the principal street upon which said building is located.

#### GERMAN.

13. ORGANIZATION FOR GERMAN INSTRUCTION IN PRIMARY GRADES.—Every eighty or one hundred pupils in the Primary Schools of any one grade, according to the course of study prescribed for said schools, whose parents or guardians desire them to pursue the study of English and German conjointly, shall be divided into two sections, to be placed under the instruction of an English and German teacher, who shall exchange sections every half day, ( the pupils or teachers exchanging rooms, as may seem most convenient,) in such a way that the pupils of both sections may receive an equal amount of instruction from both teachers ; and to this end they shall be governed by the annexed time table as far as possible. This rule shall not prevent the organization of classes of forty pupils, provided that a teacher can be found for the same, who can teach the two languages with accuracy and purity. In this respect, great care shall be taken that pupils may not be taught to speak either language with faulty accent or construction.

14. ORGANIZATION FOR GERMAN INSTRUCTION IN GRAMMAR GRADES.—Whenever in any school, forty pupils may be found in the Grammar School classes, whose parents or guardians may desire them to continue the study of the German lan-



guage in connection with their English studies, a teacher of German shall be employed, and the pupils of the several classes shall be permitted to attend his instruction for one lesson of not less than forty minutes per day ; the time to be so arranged by the Principal of the district as to prevent any interference of the German and English studies. All classes in the Grammar Department shall have at least four lessons per week, of forty-five minutes each.

On their first entrance into school a card shall be presented to all the pupils of German speaking parentage, making inquiry as to whether they desire their children to study German and English or English only. And the replies thereto shall be filed for future reference, and the pupils classified accordingly.

15. TRANSFERS OF PUPILS FOR GERMAN INSTRUCTION.—Children not residing in districts for which German instruction is provided, whose parents desire them to pursue that study, may obtain a transfer to said schools on making application to the principal of the district in which they reside, who shall refer the same to the Committee on Boundaries.

#### SUPERVISING PRINCIPALS.

16. TO ACT AS LOCAL SUPERINTENDENTS.—The Supervising Principals, as local Superintendents of all the schools within their respective districts, shall, under the direction of the Superintendent of Instruction, be responsible for the observance and enforcement of the rules and regulations of the schools ; and in the discharge of their duties they shall be entitled to the respect and deference of all teachers in their respective districts.

17. ORDER AND CLEANLINESS ABOUT SCHOOL PREMISES.—They shall see that good order is maintained upon the school premises, and in the neighborhood thereof, and that the strictest cleanliness is maintained in the school buildings and outhouses belonging thereto, and report to the Clerk any negligence of the Janitors.

18. **TO CLASSIFY THE PUPILS, MAKE REPORTS, ETC.**—They shall classify the pupils in the different grades, according to the Course of Study, and shall, in every way possible, co-operate with the Superintendent in advising teachers as to the best methods of instructing and governing their schools.

19. **TO NOTIFY TEACHERS OF RULES, TEACHERS' MEETINGS, ETC.**—They shall see that the teachers within their respective districts are promptly notified and duly advised as to all rules and regulations pertaining to the government and classification of their schools, and that they carry out the same in every particular. They shall see that parents are duly notified of the absence of their children in all cases where the cause of absence is unknown or is not satisfactory to the teacher; and they shall have power to suspend pupils temporarily, for insubordination and irregularity of attendance, provided, that due notice of the same be given, without delay, to the parents of the suspended pupil and to the Superintendent of Instruction.

20. **TO MAKE MONTHLY AND QUARTERLY REPORTS.**—When required, it shall be the duty of the several Supervising Principals to make monthly reports to the Superintendent of Instruction, of the number of visits made by them respectively to the several schools under their supervision, together with a statement of the time spent in each school.

21. **RECORDS TO BE NEATLY KEPT, AND REPORTS MADE PROMPTLY.**—They shall see that all the records of the several departments are neatly, regularly and accurately kept by the teachers, according to the regulations prescribed by the Superintendent; and, on the Saturday preceding the day specified by the rules of the Board for the payment of teachers' salaries, they shall transmit to the Clerk a report of the number of days' service of each teacher within their respective district, required by the Board of Education or Superintendent, according to the blank forms furnished them for the purpose; and they shall communicate such other information as the Board may from

time to time require, or as they may think it important to communicate ; and any failure, except from sickness, to file the aforesaid reports with the Clerk and Superintendent, according to the full requirements of the form prescribed, shall debar them from the reception of their salary till the same is satisfactorily rendered to the proper officer.

TEACHERS. .

22. **REPAIRS AND SUPPLIES.**—The Principals of the several Buildings shall transmit to the Clerk of the Board a list of all repairs and supplies which may be required, the teachers of all departments reporting the same to the Principal.

23. **EXAMINATION.**—No person shall be employed as a permanent teacher, or on trial for more than one term, in any of the Public Schools who shall not first have passed a satisfactory examination, and received a certificate thereof from the Board of Examiners.

24. **ELECTION.**—The teachers of the Public Schools shall be elected by the Board of Education annually, at its last regular meeting previous to the close of the schools for the summer vacation, and shall hold their positions for one year unless sooner removed by the Board.

25. **TEACHERS TO BE PUNCTUAL AND TO REPORT DEVIATIONS.**—Teachers shall be in attendance at their respective school rooms, and open the same for the reception of the pupils, at least twenty minutes before the hour of nine o'clock in the morning, and fifteen minutes before two o'clock in the afternoon. They shall also invariably report their own tardiness, dismissal, absence, or other irregularities, in the monthly reports to the Clerk of the Board.

26. **A COPY OF THE REGULATIONS TO BE KEPT IN EACH SCHOOL ROOM.**—Each teacher is required to have a copy of the Regulations at all times in his or her school room, and to read to the scholars, at least once each term, so much of the same as

will give them a just understanding of the rules by which they are to be governed ; also, furnish, annually, each family represented in the school with a copy of the rules for scholars.

**27. TEACHERS TO KNOW AND OBSERVE THE REGULATIONS.**

—It shall be the duty of the teachers to make themselves familiar with all the School Regulations, and to co-operate with the Board in such measures as will best secure their observance. A faithful compliance with these rules on the part of teachers shall be one of the conditions of their retention.

**28. TO HAVE CARE OF SCHOOL ROOMS.**—Teachers shall have the immediate care of their respective school rooms, and be held responsible for the preservation of all furniture and apparatus thereunto belonging, and they shall annually, at the close of the year, give the Principal an inventory of all furniture and supplies therein, according to blank to be furnished by the Superintendent of Buildings. They shall also co-operate with the Principal in securing good order and neatness in the halls and about the school premises.

**29. WARMING AND VENTILATING.**—Teachers shall pay careful attention to the warming and ventilating of their school rooms. In houses warmed by heated air from chambers below, they will, in all cases, keep the lower registers of the ventilating flues open, and, except for special reasons, the upper ones closed; and in houses heated by stoves, or by any direct radiators, they shall ventilate the rooms by lowering the upper sashes, taking special care however, that the children be not allowed to sit in currents of cold air. At recess the teacher shall in all cases see that a proper supply of fresh air is admitted to the room.

**30. TEACHERS' MEETINGS.**—Teachers shall attend all regular and special meetings called by the Superintendent, and no excuse for absence shall be allowed other than such as would justify absence from a regular session of their schools.

**31. TEACHERS' VISITS TO OTHER SCHOOLS.**—All teachers may be allowed one-half day during the first term of each school

year, for the purpose of visiting one or more of the Public Schools of the city, and observing the modes of instruction and discipline therein pursued. The Superintendent may, at his discretion, grant to such teachers as may desire it, an additional half-day each year for the same purpose; and he shall have power to prescribe such rules as he may deem needful for securing the objects for which such visits are allowed.

32. **MORAL INSTRUCTION.**—It shall be a duty of the first importance on the part of teachers, to exercise constant supervision and care over the general conduct of their scholars, not only while in school, but also on their way to and from home; and they are specially enjoined to avail themselves of every opportunity to inculcate the observance of correct manners, habits and principles.

33. **CORPORAL PUNISHMENT.**—In inflicting corporal punishment,\* (which should be resorted to only in case of extreme necessity, arising from flagrant and persistent disobedience,) no other instrument than a common rod or whip shall be employed, and all cases of such punishment shall be reported to the Superintendent, according to the form and requirement of blanks, to be furnished by him for the purpose.

34. **STUDY AS PUNISHMENT.**—No proper school work shall be exacted as a punishment.

35. **DETENTIONS FOR PUNISHMENT.**—No pupil shall be detained at noon recess; and a pupil detained at any other

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\*The following is an extract from the report made by the Committee on Discipline, March 26, 1863. It is here inserted because it embodies the sentiments yet held by the Board of Education:

“While the Board are of the opinion that corporal punishment can not be entirely dispensed with in our schools, they are decided in the conviction that it should be resorted to only in cases of flagrant and persistent disobedience, nor then till all other means are exhausted.

“The best teachers are those who rule by moral influence; and when physical infliction is necessary it should be administered with deliberation and self-possession on the part of the teacher, without doing permanent injury to the person, and with a view to the best moral effect upon the pupil and the school.”

recess shall be allowed to go out immediately thereafter. No pupils shall be detained in the afternoon after school hours for punishment more than ten minutes at a time unless report be made of the names and offences of said pupils and time of detention, according to blank form to be prepared by the Superintendent, nor more than thirty minutes at a time. This rule shall not be construed to forbid the voluntary remaining of pupils for study for thirty minutes as heretofore allowed.

36. The use of oxalic acid or other deadly poison by pupils for the removal of ink, shall be forbidden by the teachers in our schools, except in the laboratory.

37. No donation shall be called for or permitted by the teachers in any of the schools in this city from the pupils for any purpose whatever, unless specially authorized by this Board.

38. CO-OPERATIVE DUTIES OF SPECIAL AND CLASS TEACHERS.—The special teachers in Penmanship, Drawing and Music, if any such be employed, shall visit regularly and impartially the several departments in which they are expected to instruct; and the teachers in those departments shall invariably be present to preserve order, and to aid in such measures as will make the special instruction most valuable to the scholars.

39. AGENTS, LECTURERS AND EXHIBITORS.—No teacher shall permit any of his or her time, or that of the school, to be occupied in school hours by agents of books or apparatus, lecturers or exhibitors. And no notice of lectures, concerts, exhibitions, etc., by or in behalf of parties not officially connected with the schools, shall be given except by permission of the Board of Education.

40. COMPLAINTS AGAINST TEACHERS.—Any parent or guardian, feeling aggrieved by the government of any teacher, may make application for redress to the Superintendent. In case, however, that dissatisfaction arise with the decision of the Superintendent, the matter may be referred to the Committee on Discipline, and an appeal may be made therefrom to the

Board of Education, which shall appoint a special committee, whose decision shall be final and of full effect, as the decision of the Board.

**41. APPLICATIONS TO THE CLERK AND SUPERINTENDENT.**

—All applications by teachers or others, concerning school matters, shall, as far as practicable, be made between the hours of 4 and 6 P. M., on school days, and from 9 to 11 o'clock A. M., on Saturdays, at the room of the Board of Education.

**42.** No supervisor or teacher shall use any influence, directly or indirectly, to induce any parent or guardian to select any particular study among the optional studies allowed by the Board.

This rule is not to prevent teachers from answering inquiries of parents relative to choice of optional studies.

**SCHOLARS.**

**43. NONE TO BE ADMITTED UNDER LEGAL AGE.**—No child under six years of age shall be admitted to the Public Schools. In case of doubt as to the age of any applicant, the teacher may require a written certificate thereof from the parent or guardian.

**44. NON-RESIDENTS.**—None but children, wards, or apprentices of residents of the city of Cleveland shall be allowed to attend the Public Schools free; but other persons within the school age, on the payment of tuition fees prescribed by the Board may be admitted whenever the Superintendent of Instruction is satisfied that such admission will not occasion inconvenience to resident pupils.

The charges for tuition of non-residents shall be, in the High Schools, first term, sixteen dollars; second and third terms, each, twelve dollars. In all schools of lower grades, first term, eight dollars; second and third terms, each, six dollars. On the presentation of the receipt of the Treasurer of the city, for the fees as above prescribed, the Superintendent may issue an order for the admission of said non-residents; but, without such an order

from the Superintendent, no child of a non-resident shall be admitted or permitted to remain in school.

45. **SCHOLARS TO ATTEND IN THEIR OWN DISTRICTS.**—No scholar shall be allowed to enter or remain in any Public School out of his or her own district, except by special permission of the Committee on Boundaries, to be granted for other cause than any supposed difference in the character of the schools or of individual pupils of the schools in question; provided, however, that said Committee shall refer all transfers to the Board in cases where they would seriously interfere with the proper distribution of pupils among the several schools. In case of removal from one School District to another within any school year, parents shall have the privilege of continuing their children till the end of the year in the school which they may have attended at the time of removal.

46. **VACCINATION. — CONTAGIOUS DISEASES.** — No pupil shall be received in any Public School without furnishing a satisfactory certificate that he or she has been successfully vaccinated, or otherwise protected from the small pox, and no scholar affected with any contagious or infectious disease, or directly exposed to the same, shall be allowed to attend the Public Schools.

47. **DUTIES OF SCHOLARS.**—Every scholar is required to attend school punctually and regularly; to conform to all the rules of the schools; to obey all the directions of the teachers; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to schoolmates; to refrain entirely from the use of profane or improper language, and to be clean and neat in person and attire.

48. **ABSENCE AND TARDINESS.**—After each morning and afternoon session it shall be the duty of the teachers to notify, without exception, the parent or guardian of every absent scholar, and of every one tardy without excuse. Children shall not be sent home for excuse, when tardy, but may be required to fur-



nish an excuse at the next morning session of the school, if by that time an excuse be not furnished by the parent or guardian; provided that notice of tardiness shall in every case be served according to this rule.

49. **THE ONLY EXCUSE FOR TARDINESS OR ABSENCE** accepted by the teacher shall be for sickness or some urgent cause, rendering punctuality impossible or extremely inconvenient. When excuses are considered insufficient, the teacher shall mark on the record, "Not accepted," and receive the pupil under the following Rule :

50. **SUSPENSION FOR UNNECESSARY ABSENCE**—Pupils absent for more than three half days, or tardy more than three times in any one school month, without excuse satisfactory to the teacher, or causes other than those specified in the preceding Rule, unless sufficient guarantees for future regularity are given, may be reported by teachers to the Superintendent, with a recommendation that they be suspended from school till the next meeting of the Board, and the Superintendent shall have power to carry out such recommendation. But no teacher shall thus report any pupil until he or she shall have given to parents due notice of the delinquencies of their children, and employed all other appropriate means to secure regularity.

51. **SUSPENSION FOR MISDEMEANORS**.—Scholars guilty of the above or other irregularities, and habitually neglectful of their studies and of the Rules of the School, may be required to report themselves to the Superintendent for advice, admonition, reprimand or suspension.

52. **ABSENTEES FROM EXAMINATION**.—Any pupil who shall absent himself from any regular examination of the schools, and who shall fail to render sufficient excuse for such absence, may be suspended from the school until the next meeting of the Board, and not be allowed to return until that time, without permission from the Superintendent or Committee on Discipline.

53. **REGULAR LEAVE OF ABSENCE.**—Application for regular leave of absence or dismissal must be made to the Superintendent, who may grant such requests, provided they do not seriously interfere with the regular Course of Study.\*

54. **DISMISSALS—LEAVE OF ABSENCE**—No scholar shall be dismissed, saving in case of illness, before the close of the school hours, except at the written request of the parent or guardian. All such requests, however, shall be discouraged by the teacher as much as possible; and if he or she has reason to suppose that the request is made for reasons insufficient to warrant the interruption of the pupil's studies and recitations, the request shall be refused.

55. **DAMAGES TO SCHOOL PROPERTY.**—Scholars who shall be guilty of defacing or injuring any school property shall be required to pay in full for all damages. Notices of such damages shall be sent to the parent or guardian of the scholar, and in default of payment, the case shall be reported to the Clerk of the Board, who shall proceed with it according to law. Scholars thus reported to the Clerk shall not afterwards be allowed to attend school until payment of damages shall have been made, or the case otherwise adjusted.

56. **SCHOLARS TO LEAVE THE SCHOOL PREMISES.**—Scholars shall not be allowed to assemble about the school premises at unreasonable hours before the commencement of school, nor remain after the dismissal of the same, and in going to and from school they shall avoid any interference with, or trespass upon, private property.

57. All children attending our public schools, and living too far from their respective schools to go home to dinner, shall have

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\* NOTE.—A certificate—to the effect that the regular leave of absence desired will not “seriously interfere with the regular Course of Study,” that is, the progress of the pupil and of the school—is, in all cases, required from the teacher, before the application is entertained by the Superintendent.—SUPERINTENDENT.

the privilege to remain in the school building between the hours of 12 M. and 2 P. M., and the janitor of the different buildings shall attend to this rule, and shall keep order during these hours.

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## EXAMINATION OF TEACHERS.

### RULES OF BOARD OF EXAMINERS.

1. The regular English examinations of the Board shall be held at the Office of Public Schools, 72 Prospect street, commencing on the Friday preceding the last Saturday of every month, at ten o'clock A. M., continuing till five o'clock P. M., and from nine o'clock A. M. on the Saturday following till five P. M. The regular German examinations shall be held at the same office on the second Friday of the months of February, March, July, August, October and December.

2. Candidates who are not present at the appointed hours shall forfeit the right to examination. None who have failed in their examination shall be admitted to a second examination (except by special action of the Board) till after the expiration of six months from the time of the first.

3. All English candidates shall be examined in Orthography, Definitions, Reading, English Grammar, Composition, Arithmetic, Geography, American History, Physiology, Theory and Practice of Teaching, Music, Drawing and Penmanship. In addition to these branches, gentlemen shall be examined in General History, Physics and Algebra. All German candidates shall be examined in Reading, Orthography, Oral and Written Translation, German and English Grammar, German Composition and Conversation, Theory and Practice of Teaching, and Penmanship. For positions in the High Schools, candidates shall be examined also in the branches proposed to be taught by them. Teachers of special branches shall be examined in their special branches only.

4 In these examinations all papers shall be marked on a scale of one hundred. Less than seventy-five in Grammar or Arithmetic, and less than sixty in any other branch — or less than an average of seventy-five in all — shall be considered a failure, and no certificate shall be issued, except in Music, Drawing and Penmanship, in which a candidate may receive a certificate and be conditioned upon a lower standard.

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## RULES AND REGULATIONS OF THE CLEVELAND LIBRARY.

1. The Librarian shall, under the direction of the Board of Education, have the charge and superintendence of the rooms of the Library, and shall be responsible for the care and safety of all the books and other public property contained in them, as well as for the orderly deportment of assistants and readers.

2. Residents of Cleveland, not under fourteen years of age, known to the Librarian, or vouched for in writing, by some responsible citizen, can draw books on registering their names and residence. Changes of residence must be reported at the next drawing. The Librarian, in special cases, may require a special deposit.

3. Non-residents or temporary residents can have the same privileges as residents, by paying fifty cents per month, or three dollars a year, in advance.

4. Only two books can be drawn at a time, except that two volumes of the same set may be counted as one volume. No book can be kept longer than two weeks, but may be re-drawn, once, for the same period.

5. Books of reference cannot be taken from the consulting room.

6. A fine of five cents each day, up to the value of the book, will be imposed for retaining a book longer than the time stipulated by the rules or special notice. Fines will also be im-

posed for turning down leaves, marking, or in any way injuring or defacing a book.

7. No one will be permitted to open a case or take books from the shelves except the Librarian and assistants, members of the Board of Education, and the Superintendent of Public Schools.

8. Noise, or loud conversation in the Library is strictly prohibited.

9. The use of tobacco is prohibited in all the rooms of the Library.

10. The Library hours shall be from 10 A. M. to 9 P. M., except Sundays and public holidays. The Reading Room will be open on Sundays, from 9 A. M. to 3 P. M., and on all secular days, from 8 A. M. to 10 P. M., and the Consulting Room, from 10 A. M. to 9 P. M.

11. Assistance to readers will be rendered by the Librarian and assistants in the examination of the catalogue, as far as consistent with their other duties.

12. Any person incurring a fine which is not paid within such reasonable time as may be publicly fixed, shall be suspended from the privileges of the Library until such fine be paid.

13. No book shall be retained or laid aside by any employee of the Library for *any* reader, and all books, before being drawn, shall be placed in their proper places on the shelves.

14. No book shall be drawn unless the Library ticket is presented at the time of the drawing.

15. All books returned, must be registered immediately on entering the Library.

16. It shall be the duty of the Librarian to enforce all regulations, and to collect all fines, and pay over the same, monthly, to the Treasurer.

17. These regulations, or any of them, may be repealed or amended at any regular meeting of the Board of Education, a majority of the whole Board concurring.

# Organization of Board of Education.

APRIL, 1875.

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## Teachers Employed.

1874-'75.



# Board of Education.

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1875-6.

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## MEMBERS.

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Wards.	Members.	Term Expires.	Residences.
1....	GEORGE L. CHILDS.....	1877.....	158 Superior Street.
2....	DR. D. B. SMITH .....	1876.....	68 Bond Street.
3....	WILLIAM J. AKERS .....	1877.....	Union Pass. Depot.
4....	SAMUEL BRIGGS.....	1876.....	73 Huntington Street.
5....	A. MEHLING .....	1877.....	674 Superior Street.
6....	M. G. WATTERSON .....	1876.....	657 Case Avenue.
7....	THOMAS A. STOW .....	1877.....	188 Case Avenue.
8....	D. C. TAYLOR*.....	1876.....	231 Detroit Street.
9....	J. M. FERRIS .....	1877.....	110 Hanover Street.
10....	N. B. DIXON .....	1876.....	285 Washington Street.
11....	G. W. LEIBLEIN.....	1877.....	56 Lorain Street.
12....	F. MUHLHAUSER.....	1876.....	92 Vega Avenue.
13....	FELIX NICOLA .....	1877.....	53 Jennings Avenue.
14....	P. W. PAYNE.....	1876.....	1302 Willson Avenue.
15....	F. M. SANDERSON .....	1877 .....	1012 Woodland Avenue.
17....	JOHN E. COLBY .....	1876.....	1495 Euclid Avenue.
16....	S. M. STRONG .....	1877.....	1394 Euclid Avenue.
18....	DR. J. D. JONES .....	1876.....	1936 Hamilton Street.

---

\* Vice T. M. Smyth, resigned.



# Organization of the Board of Education.

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FOR 1875-6.

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## OFFICERS OF THE BOARD.

---

PRESIDENT,  
M. G. WATTERSON.

CLERK,  
T. R. WHITEHEAD.

SUPERINTENDENT OF INSTRUCTION,  
A. J. RICKOFF.

SUPERINTENDENT OF BUILDINGS.  
CHARLES WHITAKER.

## STANDING COMMITTEES.

1875-6.

FINANCE.....	NICOLA, FERRIS, STOW.
JUDICIARY.....	SMITH, COLBY, NICOLA.
REPAIRS.....	AKERS, SANDERSON, DIXON.
SUPPLIES.....	PAYNE, JONES, MEHLING.
SCHOOL BUILDINGS.....	SANDERSON, STOW, LEIBLEIN.
INSURANCE.....	JONES, STRONG, CHILDS.
CLAIMS AND AUDITING.....	MEHLING, CHILDS, FERRIS.
TEACHERS.....	FERRIS, SMITH, NICOLA.
SALARIES.....	STRONG, BRIGGS, COLBY.
TEXT BOOKS AND COURSE OF STUDY.....	COLBY, PAYNE, JONES.
MUSIC, PENMANSHIP AND DRAWING....	DIXON, TAYLOR,* JONES.
BOUNDARIES.....	MUHLHAUSER, SANDERSON, TAYLOR.*
DISCIPLINE.....	CHILDS, MUHLHAUSER, BRIGGS.
LIBRARY.....	STOW, PAYNE, DIXON.
RULES AND REGULATIONS.....	LEIBLEIN, BRIGGS, AKERS.
PRINTING.....	BRIGGS, AKERS, STOW.
CENTRAL HIGH SCHOOL.....	CHILDS, TAYLOR,* SMITH.
WEST HIGH SCHOOL.....	DIXON, MUHLHAUSER, LEIBLEIN.
EAST HIGH SCHOOL.....	STRONG, PAYNE, MEHLING.
NORMAL SCHOOL.....	TAYLOR,* NICOLA, FERRIS.

---

\* Vice T. M. Smyth, resigned.

## BOARD OF EXAMINERS OF TEACHERS.

1675-C.

Members.	Term Expires.	Members	Term Expires.
J. H. RHODES .....	1878.	LOUIS R. KLEMM .....	1876.
ADOLPH GEÜDER .....	1878.	ANDREW J. RICKOFF .....	1877.
ALANSON G. HOPKINSON.	1876.	LEWIS W. FORD .....	1877.

### OFFICERS OF THE BOARD.

PRESIDENT,	SECRETARY,
A. G. HOPKINSON.	A. J. RICKOFF.

### COMMITTEE ON ENGLISH EXAMINATIONS.

L. W. FORD,                      J. H. RHODES,                      A. J. RICKOFF.

### GERMAN EXAMINATIONS.

A. GEUDER,                      L. R. KLEMM,                      J. H. RHODES.

## TEACHERS FOR SCHOOL YEAR 1874-5.

The "Grade" as noted below corresponds to the School Year, the "1st" being the first School Year, etc.

### NORMAL SCHOOL.

Alexander Forbes, Julia E. Berger, Kate E. Stephan.

### CENTRAL HIGH SCHOOL.

Samuel G. Williams, Louis R. Klemm, John Bolton, Edwin Pierce, Fanny M. Beaumont, Media V. Friend, Kate White, Hattie M. Drake, Sarah R. Marshall, Hattie Wolcott.

### WEST HIGH SCHOOL.

Samuel D. Barr, Conrad L. Hotze, Charles H. Penfield, August Esch (also at Central High School), Lucia Stickney, Adelia C. Barton.

### EAST HIGH SCHOOL.

Elroy M. Avery, Don A. Mathews, Mrs. E. M. Avery, Alice E. Hanscom.

### NEWBURGH BRANCH HIGH SCHOOL.

Percie A. Trowbridge.

### ALABAMA SCHOOL.

Eliza A. Todd, 3d grade; Nellie M. Chase, 2d; Clara P. Johns, 1st.

### BOLTON SCHOOL.

Jennie H. Avery, 8th grade; Elizabeth J. House, 7th; Emma A. Powell, 6th; Blanche Huggins, 6th and 5th; Emma C. Ives, 5th; Alice D. Seelye, special German.

### BROWNELL SCHOOL.

Harriet S. Parsons, 8th grade; Hannah E. Gillett, 8th; J. Augusta Reed, 7th; Henera McQuiston, 7th; Alma S. Keys, 6th; Jennie Sexton, 6th, Mattie M. Williams, 5th; S. V. Hull, 5th; Clara S. Dare, 5th; Eliza J. Lewis, 4th; Egesta Beck, 4th; Mary L. Blair, 4th; Jennie Gender, 4th;

Josie A. Church, 4th ; Gussie H. Barr, 3d ; Louisa Heins, 3d ; Julia Seufert, 3d ; Fannie A. Kirk, 2d ; Lottie Geuder, 2d ; Fannie H. Hall, 2d ; Gabriella Beringer, 1st ; Marie Heinsohn, 1st ; Anna M. Chase, 1st ; Ellen Jackson, 1st ; Samantha A. Killip, 1st ; F. P. Schroeder, special German ; Therese Kirchberger, (also at Sterling School,) special German.

## CASE SCHOOL.

Eliza E. Corlett, 5th grade ; Julia C. Jump, 4th ; Anna E. Sked, 4th ; Ada Piper, 3d ; Amelia Worswick, 3d ; Virginia Briggs, 2d ; Clara Ruffini, 3d ; Jennie Wilson, 2d ; N. Oda Beers, 1st ; Lucy Beardsworth, 1st ; Clara F. Pitts, 1st ; L. F. Wilhelm (also at St. Clair), special German.

## CHARTER OAK SCHOOL.

Ida M. Cahoon, 3d grade ; Laura E. Cahoon, 2d and 1st.

## CLARK SCHOOL.

Julia Wilmot, 2d grade ; Joanna Dissette, 2d ; Clara H. Clarke, 1st ; Kate M. Landa, 1st.

## CRAWFORD SCHOOL.

Louisa Hills, 3d, 2d and 1st grades.

## DUNHAM SCHOOL.

Carrie E. Cleveland, 3d, 2d and 1st grades.

## EAGLE SCHOOL.

Julia E. Berger (Training teacher in Normal), 3d and 2d grades ; Kate E. Stephan (Training teacher in Normal), 1st ; Jennie S. Wyville, 4th ; Emma L. Bell, 3d ; Sarah J. Clayton, 2d ; Augusta M. Krehbiel, 1st.

## EUCLID SCHOOL.

Mary S. Holt, 4th grade ; Cornelia M. Lusk, 3d ; Julia S. Sabbin, 2d and 1st.

## FAIRMOUNT SCHOOL.

Elizabeth S. Woodward, 4th grade ; Nettie B. House, 3d ; Mary S. Jones, 2d ; Dora House, 1st.

## GARDEN SCHOOL.

Olivia A. Houtz, 4th and 3d grades ; Josephine J. Weidenkopf, 2d and 1st.

## GORDON SCHOOL.

Emma C. Johnson, 2d grade; M. Josie Smith, 1st.

## HICKS SCHOOL.

Susan Stephan, 6th grade ; Jennie H. Bigalow, 5th ; India Lilly, 4th ; Martha J. Freeland, 4th and 3d ; C. E. Averill, 3d ; Caroline E. Hemenway, 2d ; Emma Stephan, 2d ; Maria Lundy, 1st ; Clara Newcomb, 1st ; Wendla Davis, 1st ; Gertrude Willard, 1st ; Karl F. Preuss (also in Wade School), special German.

## INDUSTRIAL SCHOOL.

H. L. Wyatt.

## KENTUCKY SCHOOL.

Bettie A. Dutton, 8th grade ; Sarah A. Granville, 8th ; Adda C. Briggs, 8th ; Isabelle H. Libbey, 7th ; Emily A. Vial, 7th ; Lena M. Bowman, 7th ; Maria L. Robinson, 6th ; Angelina H. Ketchum, 5th ; Mary E. Libbey, 4th ; Kate L. Williams, 3d ; Eliza C. Degnon, 2d ; Emily F. Marsh, 2d ; Maria A. Higgins, 1st ; Mary Higson, 1st ; Hermann Woldmann, special German.

## KINSMAN SCHOOL.

Electa P. Bradbury, 3d, 2d and 1st grades.

## MADISON SCHOOL.

Josephine Turney, 4th and 3d grades ; Mary Haver, 2d and 1st.

## MAYFLOWER SCHOOL.

Jennie Eggleston, 7th grade ; Myra E. Robbins, 7th ; Maria E. Tobien, 6th ; Helen S. Barnes, 6th ; Marion A. Hill, 5th ; Helen S. Ball, 5th ; Frank Hawthorne, 4th ; Emma J. Reisch, 4th ; Alice T. Lanphear, 4th ; Jennie Dalglish, 3d ; Lena A. Riesterer, 3d ; Dodie O'Marah, 3d ; Hattie Hopkins, 3d ; Eliza Leick, 2d ; Lucy J. Yeend, 2d ; Jennie Pomeroy,

2d ; Josephine B. Wilson, 2d ; Otilie Herman, 1st ; Linda O'Marah, 1st ; Ella F. Burnham, 1st ; Kittie A. Roney, 1st ; Alice M. Hulburt, 1st ; William Buerger, special German.

MEYER SCHOOL.

Amelia Esch, 2d grade ; Mary V. Brett, 1st.

NORTH SCHOOL.

Mary F. Parmenter, 6th grade ; Abbie M. Reynolds, 5th ; Lois E. Morse, 4th ; Susan E. Eveleth, 3d ; Catie E. Warren, 2d ; Kittie G. Root, 2d ; Thank Ashton, 1st ; Jennie A. Kinsman, 1st.

ORCHARD SCHOOL.

Sarah E. Butler, 6th grade ; Kate Franklin, 5th ; Sadie M. Cargill, 5th ; Mary F. Blair, 4th ; Lizzie Meredith, 4th ; Anna E. McNeil, 4th ; Anna M. Pratt, 3d ; Tina Goerres, 3d ; Susan A. Wilson, 3d ; Lena Raeder, 2d ; Mary E. Degnon, 2d ; Fannie C. Holder, 2d ; Julia R. Orton, 1st ; Louisa Wachsmuth, 1st ; Friederick Schoene, 1st ; Hannah Higson, 1st ; Olia A. Butler, 1st ; Emily Shotter, 1st ; John Raeder, special German.

QUINCY SCHOOL.

Jennie Cairnes, 3d and 2d grades ; Maggie G. Cogley, 1st.

RIDGE SCHOOL.

Marietta Williams, 4th, 3d, 2d and 1st grades.

ROCKWELL SCHOOL.

Lemira W. Hughes, 8th grade ; Mary D. Campbell, 8th ; Hannah K James, 7th ; Hattie A. Farnsworth, 7th ; Ray A. Parsons, 6th ; Carrie Lawrence, 6th ; Mary C. C. Lane, 5th ; Hettie E. Wells, 5th ; Annie E. White, 4th ; Nancy T. Wolverton, 4th ; Henrietta B. Ayres, 3d ; Mary H. Gale, 3d ; Fannie E. Mountcastle, 2d ; Mary E. LaFrance, 2d ; Kate S. Brennan, 2d ; Matilda Rasche, 1st ; Julia A. Beebe, 1st ; Clara A. Smith, 1st ; Zerelda Martin, 1st ; E. Minnie Nunn, 1st ; Barbara Hartrath, special German.

## ST. CLAIR SCHOOL.

Anna Rearden, 8th grade; Alice A. Worfolk, 7th; Lizzie A. Whitaker, 6th; Cornelia Willsie, 6th; Clara M. Umbstaetter, 5th; Margaret A. Waterbury, 5th; Nora Evans, 4th; E. Frank Brainard, 4th; Lizzie F. Keys, 3d; Laura M. Seiger, 3d; Hattie M. Sanborn, 2d; Lizzie L. Allen, 2d; Louisa B. Wageman, 2d; Julia Napp, 1st; Rebecca J. Hawkins, 1st; Susan Whitney, 1st; Paul Austman, special German.

## STERLING SCHOOL.

Ellen G. Revelley, 8th grade; Sarah R. Saunders, 8th; Addie B. Guthrie, 8th; Kate Piper, 7th; Carrie P. Sked, 7th; Anna W. Johnston, 6th; Eva Brokenshire, 6th; Flora P. Cope-land, 5th; Anna S. Hutchinson, 5th; Marie Kitzsteiner, 4th; Jeannette L. Moody, 4th; Julia E. Miller, 4th; Mary Quintrell, 3d; Alice R. Davis, 3d; Mary E. Spencer, 3d; Jennie Radcliffe, 2d; Janet S. Purdie, 2d; Eva V. Withycombe, 2d; Otilie Riesterer, 1st; Emma C. Davis, 1st; Edith S. Piper, 1st; Delia Willard, 1st; Mattie M. Purdie, 1st; Joseph Krug, (also at Mayflower,) special German.

## TREMONT SCHOOL.

Anna M. Hart, 7th and 6th grades; Clara C. Trowbridge, 5th; Mary L. Peterson, 4th; Emma A. Holbrook, 4th and 3d; Olivia M. Cramer, 3d; Mira J. Slawson, 2d; Elise Raeder, 2d; Tillie C. Amos, 2d and 1st; Ella C. Holbrook, 1st; Marie Schneider, 1st; Mary E. Slawson, 1st; Emma Kolbe, 1st; Florida A. Benjamin, 1st; Theckla Kirchberger, special German.

## UNION MILLS SCHOOL.

Sarah M. Sisson, 5th, 4th and 3d grades; Alice L. Crosby, 2d and 1st grades.

## WADE SCHOOL.

Mary E. Comstock, 5th grade; Lizzie B. Miller, 4th; Lottie Palmer, 3d; Emily O. Wucherer, 3d and 2d; Clara M. Eaton, 2d; Flora Kahnheimer, 2d; Rosetta Luce, 2d; Anna C. Horning, 1st; Eva Eglin, 1st; Louise Reinhart, 1st.



## WALNUT SCHOOL.

Celia E. Clement, (also assisting in High School,) 8th grade;  
Adelaide Headley, 7th; Millie C. Carpenter, 6th; Mary B.  
Brown, 5th; Susan A. Dillin, 4th; Pamela H. Manter, 3d;  
Ida M. Lockwood, 2d; Phebe S. Freeman, 1st; Mittie S.  
Johnson, (also assisting in High School,) 1st.

## WARREN SCHOOL.

Mary J. Johnston, 5th and 4th; Mattie E. Rose, 3d; Celia  
Ballou, 2d; Clara S. Griffith, 1st; Lovilla E. Hulbert, 1st;  
L. Irene Skinner, 1st; Florence A. DeVelling, 1st; Anna F.  
Landa, 1st.

## WASHINGTON SCHOOL.

Maggie E. Stewart, 6th; Callie G. Forest, 5th; Nellie A. Fuller,  
5th; Kittie S. Clisbee, 4th; Nettie L. Wells, 4th; Rania E.  
Bigalow, 3d; Sarah Reeves, 3d; Cora N. Jackson, 2d; Olive  
L. Smith, 2d; Ella B. Dexter, 1st; Susie Foote, 1st; J. Alice  
Haver, 1st.

## WILLSON SCHOOL.

Angie C. Ames, 6th grade; May E. Wightman, 5th; Bessie C.  
Hill, 5th; Gertrude L. Mixer, 4th; Belle M. DeVeny, 4th;  
Georgia Gladding, 3d; Annie C. DeVeny, 3d; Jennie Wilson,  
2d; Susan E. Burrows, 2d; Addie T. Rezner, 1st; Annie  
Burrows, 1st; Helen M. Christian, 1st; Clara Klemm, 1st;  
Alice F. Abell, 1st; Alex. F. Schem, special German.

## WOODLAND SCHOOL.

Maggie H. Tomm, 4th and 3d grades; Sadie A. Compton, 2d  
and 1st.

## SPECIAL TEACHERS.

N. Coe Stewart, Music; A. P. Root, Writing; Frank Aborn,  
Henry W. Craig, Drawing; Louis Best, Gymnastics.

## SUPERVISING PRINCIPALS.

Henry M. James, Lewis W. Day.

## SPECIAL SUPERINTENDENTS OF PRIMARY INSTRUCTION.

Harriet L. Keeler, Laura M. Curtis.

# Organization of Board of Education,

APRIL, 1876.



# Board of Education.

1876-7.

## MEMBERS.

Wards.	Members.	Term Expires.	Residences.
1....	GEORGE L. CHILDS.....	1877.....	158 Superior Street.
2....	DR. D. B. SMITH.....	1878.....	68 Bond Street.
3....	WILLIAM J. AKERS.....	1877.....	Union Pass. Depot.
4....	E. HESSLER.....	1878.....	38 Garden Street.
5....	A. MEHLING.....	1877.....	674 Superior Street.
6....	M. G. WATTERSON .....	1878.....	657 Case Avenue.
7....	THOMAS A. STOW.....	1877.....	188 Case Avenue.
8....	ANTHONY BURKE .....	1878.....	18 Herman Street.
9....	J. M. FERRIS .....	1877.....	110 Hanover Street.
10....	A. G. HOPKINSON.....	1878.....	343 Franklin Street.
11....	G. W. LEIBLEIN.....	1877.....	56 Lorain Street.
12....	F. MUHLHAUSER.....	1878.....	92 Vega Avenue.
13....	FELIX NICOLA .....	1877.....	53 Jennings Avenue.
14....	O. F. RHOADES.....	1878.....	901 Broadway.
15....	F. M. SANDERSON .....	1877.....	1012 Woodland Avenue.
16....	M. E. COZAD .....	1878.....	State, near Euclid.
17....	S. M. STRONG.....	1877.....	1394 Euclid Avenue.
18....	DR. J. D. JONES .....	1878.....	1936 Hamilton Street.

# Organization of the Board of Education.

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FOR 1876-7.

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## OFFICERS OF THE BOARD.

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PRESIDENT,

M. G. WATTERSON.

CLERK,

T. R. WHITEHEAD.

SUPERINTENDENT OF INSTRUCTION,

A. J. RICKOFF.

SUPERINTENDENT OF BUILDINGS.

CHARLES WHITAKER.

## STANDING COMMITTEES.

1876-7.

FINANCE.....	NICOLA, STOW, AKERS.
JUDICIARY.....	COZAD, NICOLA, LEIBLEIN.
REPAIRS.....	AKERS, DR. SMITH, MEHLING.
SUPPLIES.....	CHILDS, MEHLING, RHOADES.
SCHOOL BUILDINGS.....	SANDERSON, STOW, MUHLHAUSER.
INSURANCE.....	JONES, STRONG, HOPKINSON.
CLAIMS AND AUDITING.....	RHOADES, BURKE, FERRIS.
NORMAL SCHOOL.....	STOW, HESSLER, DR. SMITH.
TEACHERS.....	FERRIS, NICOLA, STOW.
SALARIES.....	STRONG, FERRIS, MUHLHAUSER.
TEXT BOOKS AND COURSE OF STUDY.....	HOPKINSON, COZAD, JONES.
MUSIC, PENMANSHIP AND DRAWING.....	MUHLHAUSER, SANDERSON, JONES.
BOUNDARIES.....	BURKE, DR. SMITH, SANDERSON.
DISCIPLINE.....	MEHLING, JONES, AKERS.
LIBRARY.....	DR. SMITH, AKERS, NICOLA.
RULES AND REGULATIONS.....	LEIBLEIN, HOPKINSON, STRONG.
PRINTING.....	HESSLER, CHILDS, BURKE.
CENTRAL HIGH SCHOOL.....	CHILDS, HESSLER, RHOADES.
WEST HIGH SCHOOL.....	LEIBLEIN, MUHLHAUSER, FERRIS.
EAST HIGH SCHOOL.....	COZAD, STRONG, SANDERSON.

## BOARD OF EXAMINERS OF TEACHERS,

1876-7.

Members.	Term Expires.	Members.	Term Expires.
J. H. RHODES .....	1878.	H. AHLRICHS .....	1879.
ADOLPH GEUDER .....	1878.	ANDREW J. RICKOFF .....	1877.
ALANSON G. HOPKINSON..	1879.	LEWIS W. FORD .....	1877.

### OFFICERS OF THE BOARD.

PRESIDENT,  
A. G. HOPKINSON.

SECRETARY,  
A. J. RICKOFF.

### COMMITTEE ON ENGLISH EXAMINATIONS.

L. W. FORD,                      J. H. RHODES,                      A. J. RICKOFF.

### GERMAN EXAMINATIONS.

A. GEUDER,                      H. AHLRICHS,                      J. H. RHODES.

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